DOCUMENT RESUME

ED 206 793 UD 021 671

AUTHOR	Tannehill, Deborah, Comp.
TITLE	A Practical Handbook for Co-ed Physical Education.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	81
NOTE	140p.: Some tables and pictures may not reproduce due to reproduction quality of original document.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Compliance (Legal); Educational Innovation; Elementary Secondary Education; Equal Facilities; Federal Legislation; Linking Agents; *Nondiscriminatory Education; *Physical Education; *Program Development; *Sex Fairness; State Legislation; Womens Athletics
IDENTIFIERS	Title IX Education Amendments 1972; *Washington

ABSTRACT

This is a handbook on coeducational physical education for teachers and school administrative personnel. Sections of Washington State legislation designed to prohibit discrimination on the basis of sex are reproduced for reference purposes. A step by step approach to insure the development of quality physical education programs in compliance with the law is then outlined. An accompanying discussion about the components of a successful program moves from the district level to that of the classroom. An extensive bibliography is provided on coed physical education that includes books, articles and films. In addition, a list of technical consultants and quality programs in the state of Washington is given. Finally, the handbook presents a series of program activities that have been recommended by professionals in Washington State as being ideal for adoption into a coed program. (APM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2206

PHYSICAL EDUCATION

A Practical Handbook for Coed Physical Education

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION

[illegible] TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
F. Brouillet
Wash. [illegible] State
Supt Public Instr.
[illegible] RESOURCES
INFORMATION CENTER [illegible]

SP021671

Dr. Frank B. Brouillet
State Superintendent of Public Instruction
7510 Armstrong Street S.W, (FG-11)
Tumwater, Washington 98504

A PRACTICAL HANDBOOK FOR CO-ED PHYSICAL EDUCATION

Prepared under the supervision of
Dr. Frank B. Brouillet
Superintendent of Public Instruction

Dr. Monica Schmidt *Assistant Superintendent* *Division of Instructional and Professional Services*	*Mrs. Mona H. Bailey* *Assistant Superintendent* *Division of Grants and Equity Programs*
William Radcliffe Jr. *Director* *Basic Education*	*Warren Burton* *Director* *Equity Education*
Daniel Ludewick *Supervisor, Physical Education* *Recreation and Equity Education*	*Gene Canque Liddell* *Program Administrator* *Equity Education*

Written and compiled by
Deborah Tannehill
Eastern Washington University

1981

Table of Contents

I. Introduction

II. The Law

  A. Compulsory Courses --- Physical Education RCW 28A.05.040

  B. State Anti-Sex Discrimination Law RCW 28A.85

  C. Rules and Regulations of the Anti-Sex Discrimination Law WAC 392-190

III. A Step-by-Step Approach for the planning, organization and implementation of a co-ed physical education program at the district and building level.

IV. Bibliography

V. Resource consultants within the state of Washington

VI. Quality programs within the state of Washington

VII. Innovative Programs and Activities

IX. Methods used to compile this document

Introduction

When Title IX first came into effect, the response from around the country ranged from willing efforts to comply to violent outrage and indignation. The process of change has been slow.

Districts that began the move to co-educational programs with open minds and supportive administrative policies have generally made the transition with few problems. Districts that began with resistive attitudes have certainly seen the process of compliance from a different point of view and continue to face what appears to be insurmountable problems.

No one promised that the transition from a traditional teaching style to one less traditional would be easy. Title IX offers the opportunity to try new techniques and to re-evaluate our philosophies as they relate to physical education and its place in our society and schools. These new techniques and attitudes will challenge as well as threaten the traditionally trained physical educator.

Since few teachers have been taught to teach in a co-ed physical education setting, it is the purpose of this document to provide practical ideas to be implemented in your programs as you face the challenge of co-educational physical education.

It is well to remember that a good portion of the problems we face in making this transition are more a reflection of the views and attitudes of the adults and teachers involved and not those of the students.

The Law

In 1975, Washington State passed and implemented legislation (RCW 28A.85) to prohibit discrimination on the basis of sex. It further gave responsibility to the State Superintendent of Public Instruction to develop Washington Administrative Codes (WAC) or regulations for the administration and implementation of the statute. The RCW and the WAC are provided for your reference and information.

The sections which are underlined deal specifically with physical education.

RCW 28A.05.040

RCW 28A.85

WAC 392-190-005 thru WAC 392-190-080

SUBSTITUTE HOUSE BILL NO. 413

State of Washington
44th Legislature
1st Extraordinary Session

by Committee on Education (originally sponsored by Representatives Wojahn, O'Brien, Pardini, Sommers, Fortson, Valle, Brown, Haley, Lysen, Bagnariol and Maxie)

Read first time February 28, 1975, and passed to second reading.

AN ACT Relating to education: creating new sections; adding new sections to chaper 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof; and providing penalties.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Section 1. Inequality in the educational opportunities afforded women and girls at all levels of the public schools in Washington State is a breach of Article XXXI, Section 1, Amendment 61, of the Washington State Constitution, requiring equal treatment of all citizens regardless of sex. This violation of rights has had a deleterious effect on the individuals affected and on society. Recognizing the benefit to our state and nation of equal educational opportunities for all students, discrimination on the basis of sex for any student in grades K-12 of the Washington public schools is prohibited.

NEW SECTION. Section 2. The superintendent of public instruction shall develop regulations and guidelines to eliminate sex discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students.

(1) Specifically with respect to public school employment, all schools shall be required to:

(a) Maintain credential requirements for all personnel without regard to sex;

(b) Make no differentiation in pay scale on the basis of sex;

(c) Assign school duties without regard to sex except where such assignment would involve duty in areas or situations, such as but not limited to a shower room, where persons might be disrobed;

(d) Provide the same opportunities for advancement to males and females; and

(e) Make no difference in conditions of employment including, but not limited to, hiring practices, leaves of absence, hours of employment, and assignment of, or pay for, instructional and noninstructional duties, on the basis of sex.

(2) Specifically with respect to counseling and guidance services for students, they shall be made available to all students equally. All certificated personnel shall be required to stress access to all career and vocational opportunities to students without regard to sex.

(3) Specifically with respect to recreational and athletic activities, they shall be offered to all students without regard to sex. Schools may provide separate teams for each sex. Schools which provide the following shall do so with no disparities based on sex: Equipment and supplies; medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including use of courts, gyms, and pools; PROVIDED, That such scheduling of games and practice times shall be determined by local administrative authorities after consideration of the public and student interest in attending and participating in various recreational and athletic activities. Each school which provides showers, toilets, or training room

facilities for athletic purposes shall provide comparable facilities for both sexes. Such facilities may be provided either as separate facilities or shall be scheduled and used separately by each sex.

The superintendent of public instruction shall also be required to develop a student survey to distribute every three years to each local school district in the state to determine student interest for male/female participation in specific sports.

(4) Specifically with respect to course offerings, all classes shall be required to be available to all students without regard to sex: PROVIDED, That separation is permitted within any class during sessions on sex education or gym classes.

(5) Specifically with respect to textbooks and instructional materials, which shall also include, but not be limited to, reference books and audio-visual materials, they shall be required to adhere to the guidelines developed by the superintendent of public instruction to implement the intent of this chapter: PROVIDED, That this subsection shall not be construed to prohibit the introduction of material deemed appropriate by the instructor for educational purposes.

NEW SECTION. Section 3. The office of the superintendent of public instruction shall be required to monitor the compliance by local school districts with this chapter, shall establish a compliance timetable and regulations for enforcement of this chapter, and shall establish guidelines for affirmative action programs to be adopted by all school districts.

NEW SECTION. Section 4. Any person aggrieved by a violation of this chapter, or aggrieved by the violation of any regulation or guideline adopted hereunder, shall have a right of action in superior court for civil damages and such equitable relief as the court shall determine.

NEW SECTION. Section 5. The superintendent of public instruction shall have the power to enforce and obtain compliance with the provisions of this chapter and the regulations and guidelines adopted pursuant thereto by appropriate order made pursuant to chapter 34.04 RCW, which order, by way of illustration, may include, the termination of all or part of state apportionment or categorical moneys to the offending school district, the termination of specified programs in which violations may be flagrant within the offending school district, the institution of a mandatory affirmative action program within the offending school district, and the placement of the offending school district on probation with appropriate sanctions until compliance is achieved.

NEW SECTION. Section 6. This chapter shall be supplementary to, and shall not supersede, existing law and procedures and future amendments thereto relating to unlawful discrimination based on sex.

NEW SECTION. Section 7. Sections 1 through 6 of this act are added to chapter 223, Laws of 1969 ex. sess. and to Title 28A RCW as a new chapter thereof.

NEW SECTION. Section 8. If any provision of this act, or its application to any person or circumstance is held invalid, the remainder of the act, or the application of the provision to other persons or circumstances is not affected.

BW:cp:53

WAC 392-190-005 PURPOSE--ELIMINATION OF SEX DISCRIMINATION. The purpose of this chapter is to establish rules and regulations which implement chapter 28A.85 RCW. The referenced enactment prohibits discrimination on the basis of sex in regulations implementing Title IX of the Education Amendments assisted education programs or activities. As a result, several substantive areas have been similarly identified and addressed by both state and federal enactments.

It is the intent of this chapter to encompass those similar substantive areas addressed by the Title IX regulations and in some aspects extend beyond the Title IX regulations. Accordingly, compliance with this chapter should constitute compliance with those similar substantive areas treated in the Title IX regulations, but school districts should be aware that compliance with the Title IX regulations alone may not constitute compliance with this chapter.

Although chapter 28A.85 RCW and the balance of this chapter prohibit sex discrimination in grades K-12 only, the Superintendent of Public Instruction hereby declares pursuant to the authority vested in the Superintendent by Article 3, section 22 of the State Constitution that it shall be unlawful for any public school district to discriminate on the basis of sex with regard to any activity conducted by or in behalf of a school district including, but not limited to, preschool, adult education, community education and vocational-technical program activities.

WAC 392-190-010 COUNSELING AND GUIDANCE SERVICES--CAREER OPPORTUNITIES--INTERNAL PROCEDURES. (1) No school district shall engage in discrimination against any person on the bases of sex in the counseling or guidance of students in grades K-12.

(2) Each school district shall devise and use materials, orientation programs and counseling techniques that will encourage participation in all school programs and courses of study based on factors other than sex and that encourage students to explore subjects and activities not heretofore traditional for their sex.

(3) Each school district which uses testing and other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless (a) such different materials cover the same occupations and interest areas and (b) the use of such different materials is demonstrated to be essential to eliminate sex bias.

(4) Each school district shall develop and use internal procedures for ensuring that all tests and appraisal instruments, career and vocational guidance materials, work/study programs and opportunities, and educational scheduling and/or placement do not discriminate on the basis of sex: PROVIDED, That where the use of such instruments or materials or such programs or activities results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the school district shall take such immediate action as is necessary to assure itself that such disproportion is not the result of discrimination in the program or activity or in the instrument or material or its application: PROVIDED FURTHER, That where a school district finds that a particular class contains a substantially disproportionate number of individuals of one sex, the district shall take such immediate action as is

necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in tests and appraisal instruments, career and vocational guidance materials work/study programs and opportunities, and educational scheduling and/or placement or by counselors.

(5) Each school district shall comply fully with the requirements of this section no later than July 1, 1976.

WAC 392-190-015 COUNSELING AND GUIDANCE--DUTY OF CERTIFICATED AND CLASSROOM PERSONNEL--COORDINATION OF EFFORT. (1) All certificated and classroom personnel shall encourage students to explore and develop their individual interests in career and vocational technical programs and employment opportunities without regard to sex, including reasonable efforts encouraging students to consider and explore "non-traditional" occupations for men and women: PROVIDED, That all certificated and classroom personnel within each local school district shall have access to an Educational Staff Associate (ESA) certificated school counselor(s) or such other appropriate person(s), designated by the school district superintendent to coordinate compliance with the requirements of this section.

(2) All certificated and classroom personnel shall comply fully and immediately with the requirements of this section. The superintendent of each school district shall make the designation(s) required by this section immediately.

WAC 392-190-020 INSERVICE TRAINING--SEX BIAS AWARENESS. Each school district should include sex bias awareness and sex bias elimination training sessions in such inservice training programs as are conducted or provided for certificated and/or classroom personnel.

WAC 392-190-025 RECREATIONAL AND ATHLETIC ACTIVITIES--EQUAL OPPORTUNITY--SEPARATE TEAMS. (1) No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club or intramural athletics or recreational activity offered by a school district and no school district shall provide any such athletics or recreational activity separately on such basis. Sports teams and programs offered by a school district shall, regardless of their nature, be equally open to participation by qualified members of both sexes: PROVIDED, That in the case of sports and recreational activities offered for students in grades 7 through 12, a school district may maintain separate teams for members of each sex if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of separate teams for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in the sports or games of their choice and (b) at the same time, a test of substantial equality between the two programs can be found to have been met.

(2) For the purpose of this section and WAC 392-190-050(2) "substantial equality" shall be determined by considering factors including but not limited to the following:

(a) the relationship between the skill and compensation of coaching staffs;
(b) the size of their budgets;
(c) the quality of competition and game schedules;
(d) uniforms;
(e) equipment and facilities; and
(f) sufficient numbers of participants to warrant separate teams.

WAC 392-190-030 GENERAL--RECREATIONAL AND ATHLETIC ACTIVITIES--EQUAL OPPORTUNITY FACTORS CONSIDERED. Each school district shall evaluate its recreational and athletic program at least once each year to ensure that equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics which are operated, sponsored, or otherwise provided by the school district.

In determining whether equal opportunities are available to members of both sexes with respect to interscholastic, club or intramural athletics, each school district conducting an evaluation required by this section, and the office of Superintendent of Public Instruction upon receipt of a complaint pursuant to WAC 392-190-075, shall consider several factors, including but not limited to the following where provided by a school district:

(1) whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes;

(2) the provision of equipment and supplies;

(3) the scheduling of games and practice times including the use of playfields, courts, gyms and pools;

(4) transportation and per diem allowances, if any;

(5) the opportunity to receive coaching and academic tutoring;

(6) the assignment and compensation of coaches, tutors and game officials;

(7) the provision of medical and training facilities and services including the availability of insurance;

(8) the provision of housing, laundry and dining facilities and services, if any; and

(9) publicity and awards.

Unequal aggregate expenditures within a school district for members of each sex or unequal expenditures for separate male and female teams will not alone constitute noncompliance with this chapter, but the failure to provide the necessary funds for recreational and athletic activities for members of one sex may be considered in assessing the equality of opportunity for members of each sex.

WAC 392-190-035 RECREATIONAL AND ATHLETIC ACTIVITIES--COMPLIANCE TIMETABLE--ELEMENTARY AND SECONDARY LEVEL. (1) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the elementary school level (K-6) shall provide equal opportunity and encouragement for physical and skill development to all students in the elementary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1976.

(2) Each school district which operates, sponsors, or otherwise provides interscholastic, club or intramural athletics at the secondary school level (7-12) shall provide equal opportunity and encouragement for physical and skill development to all students in the secondary grades consistent with this chapter as expeditiously as possible but in no event later than July 21, 1978.

WAC 392-190-040 RECREATIONAL AND ATHLETIC ACTIVITIES--STUDENT INTEREST--REQUIRED SURVEY INSTRUMENT. (1) The Superintendent of Public Instruction shall develop a survey instrument to assist each school district in the determination of student interest for male/female participation in specific sports.

(2) A survey instrument shall be administered by each school district at all grade levels where interscholastic, intramural and other sports and recreational activities are conducted as expeditiously as possible, but in no event later than the 1975-76 school year. The results of the survey shall be considered in the program planning and development in the area of recreational and athletic activities offered within the school district.

(3) A survey instrument developed pursuant to this section shall be administered during the 1975-76 and 1976-77 school years and at least once every three years thereafter within each school district. PROVIDED, That the content of the survey instrument may be modified or amended as deemed appropriate to clarify and assist in the evaluation of student interest.

WAC 392-190-045 RECREATIONAL AND ATHLETIC ACTIVITIES--FACILITIES. A school district which provides athletic facilities for members of one sex including showers, toilets, and training room facilities for athletic purposes shall provide comparable facilities for members of the opposite sex no later than July 1, 1976: PROVIDED, That such facilities may be provided as either separate facilities or shall be scheduled and used separately by members of each sex: PROVIDED FURTHER, That this section shall not be interpreted to require the construction of additional facilities.

WAC 392-190-050 COURSE OFFERINGS--GENERALLY--SEPARATE SESSIONS OR GROUPS PERMISSIBLE. No school district shall provide any course or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including but not limited to health, physical education, industrial arts, business, vocational-technical, and home economics courses: PROVIDED, That this section shall not be construed to prohibit:

(1) the grouping of students in physical education classes and activities by demonstrated ability as assessed by objective standards of individual performance developed and applied without regard to sex: PROVIDED, That where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the school district shall immediately implement appropriate standards which do not have such effect;

(2) the separation of students by sex within physical education classes or activities offered for students in grades 7 through 12 if (a) it can clearly be shown under the factual circumstances involved in the particular case, that the maintenance of a separate physical education class or activity for boys and girls truly constitutes the best method of providing both sexes, as a whole, with an equal opportunity to participate in such class or activity and (b) at the same time a test of substantial equality between the two classes or activities can be found to have been met:

(3) the conduct of separate sessions for boys and girls with respect to those portions of classes which deal exclusively with human sexuality; and

(4) the conduct of classes and/or activities within which a school district may establish or maintain requirements based on vocal range or quality which may result in a chorus or choruses of one or predominantly one sex.

Each school district that provides physical education classes and activities at the elementary school level (K-6) shall comply fully with this section as expeditiously as possible but in no event later than July 21,

1976. Each school district that provides physical education classes and activities at the secondary school level (7-12) shall comply fully with this section as expeditiously as possible but in no event later than July 21, 1978.

WAC 392-190-055 TEXTBOOKS AND INSTRUCTIONAL MATERIALS--SCOPE--ELIMINATION OF SEX BIAS--COMPLIANCE TIMETABLE. (1) It is the intent of this section to eliminate sex bias in connection with any form of instruction provided by a school district.

(2) The instructional materials policy of each school district required by RCW 28A.58.103 shall incorporate therein, as part of the selection criteria, a specific statement requiring the elimination of sex bias in all textbooks and instructional materials including reference materials and audio-visual materials.

(3) The instructional materials committee of each school district shall establish and maintain appropriate screening criteria designed to identify and eliminate sex bias in all textbooks and instructional materials including reference materials and audio-visual materials: PROVIDED, That such selection criteria shall be consistent with the selection criteria endorsed by the state board of education dated December 6, 1974, WAC 180-48-010, as now or thereafter amended, and WAC 180-46-005 through WAC 180-46-060, as now or hereafter amended. One of the aids to identification of sex bias in instructional materials consists of the Washington Models for the Evaluation of Bias Content in Instructional Materials published by the Superintendent of Public Instruction.

(4) In recognition of the fact that current instructional materials which contain sex bias may not be replaced immediately, each school district should acquire supplemental instructional materials or aids to be used concurrent with existing materials for the purpose of countering the sex bias content thereof.

(5) Each school district shall comply fully with this section with respect to all textbooks and instructional materials including reference materials and audio-visual materials ordered after July 1, 1976. The screening criteria required by this section shall be adopted with the approval of the school district board of directors no later than July 1, 1976.

(6) Nothing in this section is intended to prohibit the use or assignment of supplemental instructional materials such as classic and concontemporary literary works, periodicals and technical journals which, although they contain sex bias, are educationally necessary or advisable.

WAC 392-190-060 COMPLIANCE--LOCAL SCHOOL DISTRICT--DESIGNATION OF RESPONSIBLE EMPLOYEE-NOTIFICATION. (1) The superintendent of each school district shall immediately designate at least one employee who shall be responsible directly to the superintendent for monitoring and coordinating the district's compliance with this chapter. The employee designated pursuant to this section shall also be charged with the responsibility to investigate any complaint(s) communicated to the school district pursuant to WAC 392-190-065.

(2) Each school district shall, once each year or more often as deemed necessary, publish notice in a manner which is reasonably calculated to inform all students, students' parents, and employees of the name, office address and telephone number of the employee or employees appointed pursuant to this section and the appeal procedure set forth in WAC 392-190-065, WAC 392-190-070 and WAC 392-190-075 as now or hereafter amended.

WAC 392-190-065 COMPLIANCE--COMPLAINT PROCEDURE--DISTRICT SUPERINTENDENT. (1) Upon receipt of a complaint by a school district in the manner herein described, the employee or employees designated pursuant to WAC 392-190-060 shall investigate the allegations set forth and shall institute such other reasonable procedures to effect a prompt resolution of the complaint: PROVIDED, That each complaint communicated to the school district shall be (a) written, (b) signed by the complaining party, and (c) set forth specific acts, conditions, or circumstances alleged to be violative of this chapter or the specific acts, conditions, or circumstances that would be prohibited by this chapter.

(2) Upon completion of the investigation required by this section in connection with a complaint communicated to the school district, the designated employee or employees shall provide the district superintendent with a full written report of the complaint and the results of the investigation. The district superintendent shall respond in writing to the complaining party as expeditiously as possible but in no event later than thirty (30) calendar days following receipt of such complaint by the school district.

(3) The response of the school district superintendent required by this section shall clearly state either (a) that the school distrist denies the allegations contained in the complaint received pursuant to this section, or (b) the nature of such reasonable corrective measures deemed necessary to eliminate any such act, condition, or circumstance within the school district: PROVIDED, That any such corrective measures deemed necessary shall be instituted as expeditiously as possible but in no event later than thirty (30) calendar days following the school district superintendent's mailing of a written response to the complaining party required by this section.

(4) The complaint procedure required by this section shall not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the school district level by local bargaining agreement.

WAC 392-190-070 COMPLIANCE--APPEAL PROCEDURE--LOCAL SCHOOL BOARD. (1) In the event a complainant remains aggrieved as a result of the action or inaction of the superintendent in resolving a complaint as provided in WAC 392-190-065, said complainant may appeal to the school district board of directors by filing a written notice of appeal with the secretary of the school board on or before the tenth day following (a) the date upon which the complainant received the superintendent's response or (b) the expiration of the thirty (30) day response period provided by WAC 392-190-065, whichever occurs first.

(2) An appeal to the board of directors pursuant to this section shall require the board of directors to schedule a hearing to commence on or before the twentieth day following the filing of the written notice of appeal. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. The board of directors shall render a written decision on or before the tenth day following the termination of the hearing, and shall provide a copy to all parties invol

WAC 392-190-075 COMPLIANCE--CONTESTED CASE--DUTY OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION. (1) In the event a complainant remains aggrieved with the decision of a school district board of directors rendered pursuant to WAC 392-190-070, the complainant may appeal the board's decision to the Superintendent of Public Instruction. Upon the receipt of a notice of appeal filed in compliance with this section, the Superintendent of Public Instruction shall schedule a hearing to commence on or before the fortieth day thereafter.

(2) A notice of appeal must be received by the Superintendent on or before the tenth day following the date upon which the complainant received written notice of the school board's decision. Furthermore, the notice must be in writing and must set forth (a) a concise statement of the portion or portions of the school board's decision which is appealed from, and (b) the relief requested by the complainant/appellant.

(3) Appeals to the Superintendent shall be conducted dehovo pursuant to the state administrative procedure act (chapter 34.04 RCW). The complainant/appellant shall have the responsibility for prosecuting his or her case and the school district/respondent shall have the duty of defending the decision or portion thereof appealed from.

WAC 392-190-080 COMPLIANCE--VIOLATIONS--PERMISSIBLE SANCTIONS. In the event a school district is found to be in violation of the requirements of this chapter, the Superintendent of Public Instruction may, by appropriate order pursuant to chapter 34.04 RCW, impose an appropriate sanction or institute appropriate corrective measures, including but not limited to (a) the termination of all or part of state apportionment or categorical moneys to the offending school district, (b) the termination of specified programs wherein such violation or violations are found to be flagrant in nature, (c) the institution of a mandatory affirmative action program within the offending school district, and (d) the placement of the offending school district on probation with appropriate sanctions until such time as compliance is achieved or is assured, whichever is deemed appropriate in the particular case by the Superintendent of Public Instruction.

A Step-by Step Approach

A Step-by-Step Approach

To insure the development of successful quality programs, it is essential that each district approach its task in an organized and constructive fashion. The following is a step-by-step approach to the planning, organization and implementation of a successful co-ed physical education program.

In analyzing each of the steps, one may find that a district and/or building has progressed to a more advanced step or level while skipping one of the earlier steps. This may prove to be frustrating at times and may involve time consuming backtracking. Indications are that each of the steps is essential to insure continuity in programming.

This section has been divided into two parts:

1. An overview of the step-by-step approach.
2. A detailed discussion of each step, highlighting the ideas and/or methods which have proven to be the most successful.

An Overview of the Step-by-Step Approach

Step #1

This step should involve, if at all possible, the participation of the district's entire physical education staff. This group should work under the direction of the physical education coordinator or curriculum consultant and could involve the technical assistance of an outside consultant.

They should:

A. Develop a district philosophy.

B. Develop district goals and objectives based upon the district philosophy.

C. Develop a basic program progression to be implemented on all levels through the district. (elementary - middle or junior high - senior high)

D. Compile #1, #2 and #3 into a district handbook to be distributed throughout the district.

E. Present the district handbook and all background information to the administration in an attempt to increase their knowledge of physical education and gain their approval and support.

Step #2

This step should involve the participation of all P.E. educators within a given level. This group should work jointly on district-wide basics and separately, by building, on building specifics. They should, under the direction of the physical education coordinator or curriculum consultant, develop:

A. District Program Packages - for each level.

1. Specific goals and objectives applicable to each level.
2. Designation of a time line for compliance.
3. Organization of equipment sharing.
4. Development of inservice workshops.

B. Building Program Packages

1. Determine decision making steps.
2. Analyze attitudes concerning stereotypical images and expectations.
3. Specific building philosophy, including goals and objectives.

4. Curriculum design.
5. Teaching assignments.
6. Classroom and locker room organizations and procedure.
7. Classroom management and control.
8. Grading procedure.
9. Class structure and scheduling.
10. Evaluation of program - monitoring and adjusting.

Development of a Co-ed Physical Education Program

Step #1

District Level

District Philosophy ------ Goals and Objectives ------ Program Progression K through 12 ------ District Handbook ------ Presentation to Administration

Step #2

District Program Package --- for each level

Goals and Objectives ------ Compliance Time Line ------ Organization of Equipment Sharing ------ Inservice Workshops

Building Program Package

Decision Making Steps -- Stereotype Attitudes -- Philosophy Goals and Objectives -- Curriculum Design -- Classroom Management & Control -- Grading Procedure -- Class Structure And Scheduling -- Evaluation of Program -- Monitoring and Adjusting

A Discussion of the Step-by-Step Approach

Step #1

It is essential that each member of the physical education staff be an intergal part of this process.

A. Development of a district philosophy.

The "key" to co-ed physical education lies with the philosophy. It is essential that a philosophy concerning the place of physical education in the entire educational scheme be developed on a district level. This philosophy should include:

1. *The role physical education plays in the child's total learning experience.*
2. *Expectations for the physical education program in terms of shared attitudes and ideas.*
3. *The program's direction and expected outcomes.*

B. Development of district goals and objectives based upon the district philosophy.

These goals and objectives need to be specific and should involve definition of terms, values and attitudes.

C. Development of basic program progression to be implemented on all levels throughout the district.

This step should define the expectations and outcomes desired from each level to provide continuity from one level to the next.

An example of how several districts have chosen to define their basic program progression is:

1. *The elementary program will be designed to emphasize the teaching of basic skills and physical development involved with motor experiences as they relate to coordination, movement exploration, physical fitness, etc.*
2. *The junior high or middle school program will be geared toward introducing the students to as many sports and activities as possible (taking facilities into consideration).*
3. *The high school level will offer students the opportunity to make intelligent choices from available activities and sports they would like to pursue in depth based upon previous experiences.*

This is one way to approach a district progression. The main point is that there must be some type of district progression to ensure quality programs.

D. Compile #1, #2 and #3 into a district handbook to be distributed throughout the district.

This packet should be made available to each building for use by P.E. teachers , the administration and for monitoring and program evaluation purposes. As new staff members join the district and each specific building they should be provided with the district guidelines and procedures to ensure continued implementation of the district plans.

E. Presentation of the district handbook and all background information to district administration as a means of informing them of our programs while seeking their support and approval.

STEP #2

A. District Program Package --- for each level

1. Specific goals and objectives applicable for this level.

In addition to the goals and objectives designed for the entire district, there may be specific goals and objectives that relate to elementary or secondary students perhaps based upon their maturity level or other criteria the educators site as appropriate.

2. Designation of a time line for compliance.

The setting of specific target dates for each level and the district places emphasis on the importance of this project.

3. Organization of equipment sharing.

Many districts have gone to a system of equipment sharing within a given level to provide students a wider variety. For example, one junior high may purchase golf equipment, another may purchase recreational shooting equipment and still another may purchase pickleball equipment and then the three would design a program to share equipment within the three schools.

4. Development of inservice workshops.

With the addition of so many new sports and activities to our programs it is becoming more difficult to be proficient in each or even to have previous exposure. As a means of broadening our own teaching abilities the district may provide time for our "experts" within the district to provide "mini" clinics on how to teach specific activities.

B. Building Program Package

1. Determining decision making steps

For our programs to work, not just exist, we need to develop some common structures. Once this has been accomplished, each educator may add to the structure their own innovations and personal ideas.

There are three areas which must be considered regardless of the issue under consideration.
---Where we are now?
---What is our intent?
---What do we do?

If these three areas are dealt with as each issue is discussed the department will be able to come up with shared expectations. There is a better chance that the department expectations will be carried out if each of the members has had a part in creating the specific expectations.

Some thoughts to keep in mind:
---Learn from and respect one anothers views.
---Listen and know there are always alternatives.
---Take responsibility for getting your needs met.
---Get to know one another and share ideas.
---Allow yourselves to make mistakes; if you don't, you won't learn.
---Relax and be open.

The "Process of Consensus" may be necessary and useful for important issues where the department experiences difficulty in coming to shared expectations.

a. Clarify purposes and goals --- Why do we exist?
Where are we now?
What is our intent?
Now what do we do?

b. Brainstorm --- Anything goes
List all ideas and do not judge.

c. Review ideas brought out in the brainstorming and prioritize.

d. Consider the prioritized solutions.

e. List the solutions and have each group member say "yes" to the solutions which they could "live with" and be willing to function within.

f. Emphasize that nothing is forever --- Set a time line at which point the group will come back to evaluate the decision made.

It has become apparent that the schools that have programs which are successful are the buildings in which the entire staff is working together for a common goal, where there is an atmosphere of open communication and all staff have equal and respected input.

2. *Analyze stereotypical images and expectations.*

   Most P.E. teachers, based upon experience of teaching students of the same sex, have developed expectations for students as they relate to physical capabilities, endurance and mental determination to achieve and earn recognition. In a co-ed physical education program, previous stereotypical images and expectations associated with male or female students need to be re-appraised and new expectations for both male and female students developed.

   This concern will lessen some as students begin to be introduced to all activities without the connotation of male or female added to it; for example, field hockey is not just for boys. One idea which has been implemented successfully is to begin the year with an activity which has not been associated with one sex or the other and which neither has had a great deal of experience like speed away.

   The issue of sex bias must be clearly considered by administrators and P. E. teachers prior to the design of a new program. If there is still sex bias within our ranks in attitude and/or action this will be apparent to the students and the response will be negative.

   It is necessary for each of us to evaluate our own attitudes, philosophies, beliefs and ideas and to align them with the positive concepts of equal educational opportunity.

3. *Specific building philosophy, goals and objectives.*

   This will include any additional areas which are deemed appropriate at the building level and may include such items as values, health related issues and/or overall building goals as indicated by the administration.

4. *Curriculum design.*

   The development of a departmental curriculum is one of the most vital areas where agreement, consensus and cooperation are essential. It is vital to keep in mind that fitness will not carry over into adulthood unless motivation is high. If students acquire this motivation and interest, activity will become a part of their life and fitness will be a by product of the experience. For this reason many of the most successful programs are incorporating varied and new activities into their curriculum.

   Many schools have gone back and reviewed their sex segregated curriculum and found that they do not need to delete any activities, rather they found they need to add a whole new variety of activities. They need to determine how to best approach dual instruction to satisfy the basic needs and differences between the two sexes.

Factors to be considered in designing a departmental curriculum should include:

a. Facility

b. Equipment (remember the district sharing option)

c. Games vs. skill teaching

d. Traditional vs. innovative activities

e. Sports vs. recreational/lifetime activities

f. Grade level progressions

g. District guidelines

h. Alternate activities

i. Maturation level

j. Needs of all students

k. Growing, changing and open to evaluation

l. Motivation as a central component

m. Principles of growth and development

n. Progressive planning

o. Based upon known principles and objectives

p. Sequential learning/displaying continuity

q. A cooperative process

Activities will fall into five basic classifications where there may be some overlap and varied interpretations as to where an activity will fall.

1. Team

2. Individual

3. Recreational

4. Fitness

5. Leisure and carryover

Some ideas which have been developed through brainstorming and implemented successfully on all levels:

Team

Volleyball
Basketball
Soccer
Speedaway
Speedball
Football
Flag Football
Field Hockey
Korf Ball
Hand Soccer
Team Handball
Global Ball
Ultimate Frisbee
Floor Hockey
Guts Frisbee
Softball
Slo-Pitch
Water Polo
Hoop Hockey
Broomball
Hocker
Boffer
Flickerball
Rugby
Flag Rugby
Scooter Ball
Aerial Tennis
Lacrosse

Individual

Badminton
Tennis
Racquetball
Paddleball
Gymnastics
Pickleball
Stunts and Tumbling
Cross Country Running
Orienteering
Handball
Squash
Wrestling
Aquatics
Diving
Rhythms
Tug Activities
Parachute Activities
Parcours
Scooters

Fitness

Yoga
Rope Skipping
Hacky Sack
Conditioning
Weight Training
Self Defense
Judo
Karate
Relaxation Techniques
Meditation

Recreational

New Games
Circus Skills
Boffer
Aerobic Dance
Square Dance
Folk Dance
Modern Dance
Freestyle Frisbee
Table Tennis
Roller Skating
Jazz Dance
Fencing
Horseshoes
Tetherball
Archery Golf
Frisbee Golf
Juggling
Horseback Riding

Lifetime and Carryover

Cross Country Skiing
Backpacking
Cycling
Survival
Golf
Archery
Bowling
Recreational Shooting
Gun Safety
Camping
Fishing
Backpacking
Canoeing
Outdoor Environment

This list provides you with additional ideas you may wish to include.

5. Teaching Assignments

There are many ways to approach teaching assignments for co-ed physical education. Consideration should be given to each member of the department and should include confidence with each activity, teaching strengths, co-operation with one another, etc.

Possible alternatives might include:

a. Self-contained classroom -- may be more effective in terms of classroom management and for those who enjoy teaching a wide variety of activities. The least boring over a period of time.

b. Team Teaching -- This is one method where one stronger teacher in a particular unit may assist and carry the other teacher through as a learning experience.

c. Teach to your strengths -- The gymnast teaches all of the gymanastics, the wrestler teaches wrestling, the runner teaches all of the track. This may become very boring over time and also tends to perpetuate the images we are attempting to dispel.

d. Observation during your planning period -- This provides a great means of learning a new unit and then following up with a unit of your own.

e. Provide one another with workshops before or after school within your own building and district wide.

f. Share appropriate materials such as lesson plans and/or resource materials.

6. Classroom and locker room organization and procedures

There appears to be a need for consistency within the department in the following areas:

a. Uniforms -- A change of clothes is recommended in most buildings usually involving some type of an athletic short, T-shirt and appropriate footwear. Most schools are no longer requiring that students dress alike as long as they change into athletic clothes for safety on equipment and to allow for movement.

b. Attendance -- Some type of squad system is encouraged upon arrival in the gymnasium. Some schools also take attendance in the locker room prior to dismissal to the gymnasium. There appears to be agreement that there must be a specific time structure on dismissal from the locker room to avoid liability in the gymnasium.

c. Shower policy -- Seems to vary from one locker room to the next, yet it appears that there must be structure within a one-sex locker room regardless of who your teacher is.

d. Locker room policy -- There must be supervision within each locker room. The locker room should be considered the domain of the supervising teacher with procedures recognized and supported by all members of the department.

7. Classroom control and management

Most educators realize that minor disruptive behavior can become a major obstacle to quality instruction and ultimately a deterrent to the effectiveness of the entire program. Previous techniques used to manage discipline with the students of the same sex may not be appropriate or efficient with students of the opposite sex.

A stern look or a verbal confrontation by a female teacher with disruptive boys may not be too effective. At the same time, the awareness of a male teacher's physical force is not going to curtail many disciplinary problems with young girls.

A criteria for acceptable behavior for both boys and girls needs to be developed as a department cooperatively and enforced on a consistent basis. One such method involves the use of contracts with the students; another is a copy of specific consequences distributed for student and parent signature. There are many ideas which may be developed along these lines. Staff development workshops available dealing in the area of classroom control and management can be used most effectively in the physical education environment.

8. Grading Procedures

The grading system itself is not the key issue. Teachers within the department should follow the same procedure which will provide consistency and facilitate the accomplishment and shared expectations.

Thought provokers to be considered --

a. Should there be two separate grading curves for males and females?

Most schools now agree that there should not be two separate scales for sex regardless of the activity involved. A more effective means of differentiating is by ability grouping which appears to meet the needs of all students more effectively regardless of sex.

b. What do you do with skills testing?

There is a definite need to take a look at the types of skills tests we are using in our programs. Boys have notoriously been tested on power type skills and girls on control type skills. By designing skills tests that evaluate all students on the same types of skills, say, power with control, there will be more equality for all.

Emphasis should be on designing a grading system that is equal for all students. It should make students aware of the expectations placed upon them and be consistent with goals and objectives.

9. Class structure and scheduling

In most cases, this is an area where the physical educators have little or no control. There are a variety of alternatives which need to be considered and the most appropriate for your situation should be adopted.

a. Across the board assignments by computer. This appears to be more common at the junior high school level where there are fewer electives.

b. Tennis shoe registration by teacher and/or activity.

c. Ability grouping which may take place the previous spring or immediately in the fall.

One example which has proven successful in many schools, especially at the high school level, is the Card System. The card follows the student from one teacher to the next and includes:

absent
tardy
participation
grade, etc.

Students are assigned a period and go through tennis shoe registration for classes. The tennis shoe registration may be done:

each unit
each package (of, say, three units)
each semester
each year

Within the system, the students may be required to take one unit from each of the listed categories with the year:

- *team sport*
- *individual or dual sport*
- *recreational activity*
- *lifetime activity*
- *fitness activity*

Again, this is one example which has proven to be successful.

10. Evaluation of program -- monitoring and adjusting

It is important to determine at what point evaluation, monitoring and adjustment should take place. It is suggested that there be a discussion of problems and concerns by the entire department before the conclusion of each unit. Notes and suggestions should be recorded and changes should occur at the end of the semester or school year. This gives each of the physical educators an opportunity to do some individual experimentation on his/her own learning from past mistakes and provides an opportunity to make adjustments within their program.

It is essential that the program be maintained on a consistent basis to insure compliance.

Bibliography

Articles with an asterisk (*) may be obtained upon request from the office of the Superintendent of Public Instruction

7510 Armstrong Street S.W.
Tumwater, WA 98504

Attn: Dan Ludewick
Supervisor of Physical Education,
Recreation and Equity Education

Other articles may be requested from your local library or from the Washington State Library.

ARTICLES

"Female Athletes: They've Come a Long Way, Baby," P. S. Wood, Reader's Digest, 117:126-30, October 1980.

"Sporting Life," W. S. Lewis, Encore, 9:56-7, April 1980.

"Changing World of Women in Sports," J. Marks, Teen, 24:9, April 1980.

"Sex Differences in Sports," P. S. Wood, New York Times, p. 30-33, May 18, 1980.

"Women Runners: As Human as Men Despite Differences," D. L. Costill and H. Higdon, Science Digest, 87:74-9, March 1980.

"What's Wrong (and Right) With Coed Physical Education Classes: Secondary School Physical Educators View on Title IX Implementation," Rosemary Selby, The Physical Educator, 34:188-191, December 1977.

"Title IX: Myth and Fact," School Coach, 47:101,135, January 1978.

"Title IX Alternatives for Improving Programs and Examples of Successful Programming in Secondary School PE," Barb Landers, Physical Education News, January 1978.

"The Interpretation of Title IX Guidelines in Administrative Practices in Kansas High School Athletic Programs," L. Marlene Mawson, National Association for Physical Education in Higher Education, nv.283, June 1978.

"Sex Differences: Do They Make Any Difference?" Anne F. Millan, The Physical Educator, 26(3):114, October 1969.

"Project A.C.T.I.V.E.," Dr. Chappelle Arnett, c/o Western Washington University, Bellingham, WA.

"Effect of Coeducational and Segregated Classes on Tennis Achievement," D. Shelby Brightwell, AAHPER, 40(2):262-265, 1969.

Study made in partial fulfillment of the requirements for the PE.D. degree at Indiana University.

"Title IX Update," Candace L. Hogan, Coaching: Women's Athletics, 5:26-28, November/December 1979.

"Finding the Right Combination for Boys and Girls," Christopher Hill, British Journal of Physical Education, 11:68, May 1980.

"Title IX in Action," Marie Weber, Journal of Physical Education and Recreation, 51:20-21, May 1980.

"Title IX Dilemma: Meritocratic and Equalitarian Tension," Michael Malmisure, Journal of Sport Behavior, 1:130-138, August 1978.

"Why Girls and Boys Shouls Play Together," Christine Haycock, Jogger, 11:1, February 1979.

"Title IX Rules and Principles Relating to Athletics," Athletic Educator's Report, 815:3-4, January 1978.

"Title IX Self-Inventory," Montana AHPER, Winter 1977.

"Equal Opportunity for Girls in Athletics," Marjorie Blaufarb, Today's Education, November/December 1974.

Although sex discrimination has been widespread in many areas of public school education, in no area has it been so blatant as in athletics. Much of the support for the posture that competitive athletics was morally and physically bad for girls came from the physical education profession itself and from the women in the profession. Misconceptions about anatomy and physiology and about the strength and endurance of females also played a part in fostering the idea that girls and young women were to be protected from vigorous activity. Discussion of the evils of competitive athletics and the undesirability of competition for girls is now irrelevant, however, since Title IX of the Education Amendments of 1972 prohibits persons from being excluded from educational programs and activities by reason of sex. So many changes have already occurred that Title IX will only accelerate changes that have already begun. Elementary physical education has made great advances in the past decade. Children are being taught early to be comfortable with their bodies--to be agile and dexterous. In many areas of the country, high school girls now have opportunities to play in up to eight or ten sports at the varsity level. Generally, competitive play is organized through the high school activities associations, and there is little coeducational competition so far. It seems obvious that the time has come for enlarged programs for girls' sports and for informed parents to support them.

* "Coed Gym--It's a Whole New Ballgame," Mary Domb Mikkelson, Journal of Physical Education and Recreation, 50(8):63-64, October 1979.

Findings from a student survey of male and female students in a junior high school show that 76.7% of the female students and 51.7% of the male students opt for mixed physical education classes.

* "Can We Mix Jocks and Jills?" Ira Freedman, Journal of the New York State School Boards Association, p. 8-10, April 1979.

Since Title IX was enacted in 1975, schools have been liberalizing physical education in both elementary and secondary grades. Despite some initial wariness and low participation rates, mixed physical education classes continue to grow and improve.

"Evaluation of Coeducational Physical Activity Classes," Carol Lee Stamm, Journal of Physical Education and Recreation, 50(1):68-69, January 1979.

Three approaches to establishing evaluation standards for coeducational physical education classes in accordance with Title IX are presented: use of separate standards for evaluating males and females; the use of improvement scores for evaluation; and the use of mastery learning. Strengths and limitations of each are identified.

"As I See Coed Physical Education," Marjorie Blaufarb, Today's Education, 67(2):54-56, 1978.

The programs of two junior and one senior high school are described to illustrate how these schools are complying with Title IX requirements for coeducational physical education classes.

"Status of Curriculum Practice--Are You a Consumer or Designer?" Vincent Melograno, Journal of Physical Education and Recreation, 49(3):27-28, 1978.

Without a fundamental change in the status of practice from curriculum consumer to curriculum designer, there can be no expectation or hope that mainstreaming, multicultural education, desegregation, and sex-integrated learning will become actualized through the physical education curriculum.

"Coed Gym," Marty Fischbein, NJEA Review, 50(8):25, 1977.

"Merging Departments on Physical Education--Rationale, Implications and Generalizations," Jack E. Razor, Physical Educator, 33(3):122-5, 1976.

This article presents a discussion on the possible benefits of merging physical education programs for men and women in colleges.

"Implementing Title IX," Barbara J. Kelly, Journal of Physical Education and Recreation, 48(2):27-28, 1977.

Several procedures that might facilitate Title IX implementation in various situations are discussed.

"Coed Sports in High School," Lee Johnson, Journal of Physical Education and Recreation, 48(2):23-25, 1977.

Coed sports competition in high school can be made more meaningful by modifying traditional rules that tend to allow males to dominate the game.

* "Physical Assertiveness. Title IX--Prospects and Problems," Thomas Boslooper, Journal of Physical Education and Recreation, 47(5):35-37, 1976.

As boys and girls develop individual physical skills and learn in games and sports how to compete with one another playfully, they will be on the way toward learning to relate constructively in marriage, business, professions, and politics.

"People's Physical Education: A Status Report on Merging Departments. Title IX--Prospects and Problems," Jack E. Razor and Florence Grebner, Journal of Physical Education and Recreation, 47(5):32-34, 1976.

Results are tabulated from an opinionnaire sent to 208 coeducational institutions on perceived advantages and disadvantages of merging departments of physical education.

"Coeducational Recreational Activities," Paul Gunsten, ed., Journal of Physical Education and Recreation, 47(5):16-21, 1976.

A collection of articles on intramural sports modified for coed participation.

"Cheyney's Phys Ed Goes Coed," David T. Wirth, Journal of Physical Education and Recreation, 46(1):29, 1975.

"A Survey of Outdoor Recreational Interests/Needs of Students in an Urban Coeducational University," Roosevelt Washington, Jr., et al., Marquette University Education Review, 5(1):2-14, 1974.

"The NOW Physical Education," Journal of Health Physical Education Recreation, 44(7):8-29, 1973.

A collection of brief, individual essays on innovative programs in physical education, including the following: involving computers, coeducation and game theory.

* "The Beneficial Outcomes of Requiring Coeducational Programs," Patricia A. Elliott, Journal of Health Physical Education Recreation, 43(2)35-36, 1972.

* "Coeducational Physical Education: On the Mark Ready and Going Strong, NASSP Curriculum Report Vol. 9, No. 3," Barbara Pannwitt, National Association of Secondary School Principals, Reston, VA, January 1980.

This report explains the Title IX regulations mandating coeducational physical education and describes the resulting successful "new P.E." programs. According to the publication, the "new P.E." is aimed at fulfilling the growth, development, behavior, health-related fitness, and athletic fitness needs of every student. The report touches on the problems of dress standards for coed P.E., liability and safety, and equitable grading. Seven exemplary coeducational programs from around the country are described.

"Implementing Title IX: Concerns of Undergraduate Physical Education Majors," Linda L. Bain, paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation, New Orleans, LA, March 1979.

> A survey of an equal number of male and female students in the University of Houston's secondary school physical education course articulates prospective teacher concerns regarding the implementation of the nondiscriminatory principles set forth in the Title IX ruling. In general, male students evidence greater **overall** concern about the ruling's effects than do females. The historic exclusion of women from sports programs has resulted in a situation wherein male coaches often suffer from a lack of trust in their female colleagues. Also, male sports personnel may be unable to effectively operate a physical education class consisting of several different skill and strength levels, as would be the case in coeducational gym classes. Preservice teacher curriculum must be developed that speaks to these needs, and the development of girls' sports potential must be more emphatically stressed. Neither male nor female subjects fear that the acceleration of women's involvement in sports would seriously threaten sex role identification processes.

"What Do Men Really Think About Athletic Competition for Women?" D. L. DeBacy, R. Spaeth, and R. Busch, Journal of Health Physical Education Recreation, p. 28-29, November/December 1970.

"Changing Female Image: A Brief Commentary on Sport Competition for Women," E. J. Gerber, Journal of Health Physical Education Recreation, p. 59-61, October 1971.

"Guys and Gals Intramurals," D. Gehrke and W. Slebos, Journal of Health Physical Education Recreation, p. 75, January 1972.

"Coeducational Mountaineering," J. M. Ritchey, Journal of Health Physical Education Recreation, p. 22, October 1972.

"Intramurals in the Junior High School," F. Leider, Journal of Health Physical Education Recreation, p. 71, April 1973.

"Game Theory - A Coed Class," J. J. Stockner, Journal of Health Physical Education Recreation, p. 29, September 1973.

"Student-Centered Physical Education," J. Cochrane, Journal of Health Physical Education Recreation, p. 25, September 1973.

"Girls on Boys Teams," R. Groves and J. T. Daly, Journal of Health Physical Education Recreation, p. 25, October 1974.

"Mixed Murals," P. Thompson, K. Bunker, and A. VanWhitley, Journal of Health Physical Education Recreation, p. 79, October 1974.

"Coed Intramurals at the University of Colorado," C. Thieme, Journal of Physical Education Recreation, p. 20, May 1976.

"Equality in Athletics - Can Separate be Equal?" Journal of Physical Education Recreation, p. 32, November/December 1978.

"Almost Anything Goes at ECU," Journal of Physical Education Recreation, p. 44, February 1978.

"Evaluation of Coeducational Physical Activity Classes, Journal of Physical Education Recreation, p. 68, January 1979.

"Title IX Implications for Campus Recreation," M. Blaufarb, Journal of Physical Education Recreation, p. 55, April 1980.

"Physiological Differences Between the Sexes: Exploring Old Myths," Dorothy Harris, IRCD Bulletin, 15(3):1,6-10, Summer 1979.

"Physical Sex Differences: A Matter of Degree," Dorothy V. Harris, The Counseling Psychologist, p. 9-11.

"Good-Bye to Sissies and Tomboys," Letty Cottin Pogrebin, Next, p. 96-101, January/February 1981.

"The Molding of the Nonsexist Teacher," Journal of Teacher Education, American Association of Colleges for Teacher Education, Vol. 26, No. 4, Winter 1975.

The Journal issue focuses on nonsexist teacher educators, attitudinal sexism, the school as a sexist institution and new methods of dealing with sexism in education.

"Social Interaction in Coed Physical Education Classes," Judith A. Bischoff, Title IX Line, University of Michigan, Ann Arbor, MI, Issue No. 12, p. 17-23, May 1978.

"Team Structures Which Promote Equal Opportunity," Marcia Federbush, Title IX Line, University of Michigan, Ann Arbor, MI, Issue No. 12, p. 14-16, May 1978.

"Compliance With Title IX in Secondary School Physical Education," Don E. Arnold, Journal of Physical Education and Recreation, p. 19-22, January 1977.

"A Feminist Looks at Sports," Phyllis Z. Boring, Weal Fund.

"Some Popular Misconceptions About Sports for Girls," Weal Fund, July 1978.

"A Fact Sheet for Young People on Equal Opportunity in Sports," Sprint.

AAHPER UPDATES

"Title IX: Perceptions and Implications," Jude Pennington and Sally Schumacher, AAHPER Update, p. 4, November 1980.

"Revised Title IX Guidelines Issued," AAHPER Update, p. 1, March 1980.

"Title IX Faces Congressional Battle," AAHPER Update, p. 1, July/ August 1979.

"New Indiana Cirriculum Guide is Responsive to Title IX," AAHPER Update, p. 7, March 1977.

"AAHPER Youth Fitness Test and Title IX Regulations," AAHPER Update, p. 3, October 1977.

"Title IX is Great," Robert G. Norred, AAHPER Update, p. 11, November 1977.

"Psychological Scaling of Proposed Title IX Guidelines," AAHPER Update, p. 6, December 1975.

"More Often-Asked Questions About Title IX," AAHPER Update, p. 7, December 1975.

"Implementation of Title IX," Roger Wiley, AAHPER Update, p. 2, November 1975.

"Some Often Asked Questions About Title IX," AAHPER Update, p. 3, November 1975.

"Title IX, Education Amendments of 1972," AAHPER Update, p. 3, October 1975.

"Title IX Mavericks," AAHPER Update, p. 1, June 1975.

"Redefinition of a Title IX Exemption," AAHPER Update, p. 1, May 1976.

"Title IX of Education Amendments of 1972," AAHPER Update, p. 4, January 1975.

"Reaction to Title IX," AAHPER Update, p. 7, January 1975.

"Retrospect on a Year of Title IX Discussions," Marjorie Blaufarb, AAHPER Update, p. 1, February 1975.

"Mainstreaming of Handicapped Children," AAHPER Update, p. 3, February 1975.

"Senior High School Level Sex-Integrated Programs That Work," Marjorie Blaufarb, AAHPER Update, December 1977.

"Junior High School Level Sex-Integrated Programs That Work," Marjorie Blaufarb, AAHPER Update, p. 4, November 1977.

"Sex-Integrated High School Programs That Work," Marjorie Blaufarb, AAHPER Update, p. 3, April 1977.

"Update Programs in a Big City," Marjorie Blaufarb, AAHPER Update, p. 4, October 1975.

"Curriculum Objectives for Physical Education," AAHPER Update, p. 4, April 1975.

"New Physical Education," AAHPER Update, p. 9, April 1975.

FILMS

Every Child a Winner, Kirshner Series, c/o Simon Fraser University.

Hey, What About Us?, University of Mighigan Audio-Visual Center, 416 4th St., Ann Arbor, MI, 1974.

Physical Education - For Leisure, For Learning, For Life, Seattle School District Bud Turner, 1979-80.

Taking a Chance... on Title IX - American Alliance of Health, P.E., Recreation and Dance

Young Women's Sports, BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA.

Nova - the Pinks and the Blues. (check your local educational TV station

Rookie of the Year, University of Michigan Audio-Visual Center, 416 4th St., Ann Arbor, MI, 1973.

An Equal Chance Through Title IX, NEA Sound Studios, 1201 16th St. NW, Washington, DC, 1977.

BOOKS

Backyard Games, Nikki Shultz.

The New Games Book, Andrew Fluegelman, ed.

All Active, All Successful, Chappelle Arnett. Western Washington University

Elementary Physical Education - More Than Just Games, Turner and Turner, Peek Publications.

Creative Experiences Through Sport, Turner and Turner, Peek Publications.

Daily Sensorimotor Training Activities, Braley, Konicki, and Leedy.

Books for Kindergarten - Improving Motor-Perceptual Skills, Portland Public Schools.

Fun and Fitness Through Elementary Physical Education, Rosalie Bryant and Eloise Oliver, Parlear Publishing Co., W. Nyack, NY, 1967.

Movement Experiences for Children, Evelyn Schurr, Appleton-Century Crofts Meredith Corp., New York, NY, 1967.

Meaningful Movement for Children, Hubert A. Hoffman, Jane Young, and Stephen E. Klesius, Allyn and Baron, Inc., Boston, MA, 1981.

New Games Foundation Materials, Intramural Portfolio-AAHPER, 1978.

Dynamic Physical Education for Elementary School Children, Victor P. Da[illegible]r and Robert P. Pangrazzi, Burgess Publishing Co.

Lead-Up Games to Team Sports, Blake and Volp, Prentice Hall, Inc.

A Guide to Movement Exploration, Hackett and Jenson, Peek Publications.

Equity in Physical Education K-12, Planning Manual, Cleveland State University, College of Education.

Echoes of Influence, AAHPERD.

Women Who Win: Exercising Your Rights in Sports, Bonnie L. Parkhouse and Jackie Lapin, Prentice-Hall, Inc., Englewood Cliffs, NJ, 1980, p. 256.

Modifying Activities for Title IX, Smyth, John P., paper presented at Southern District American Alliance for Health, Physical Education and Recreation Convention, March 1976.

> The question of how to modify athletics programs according to Title IX specifications can be resolved by examining the basic reasons why play and sport are necessary. These reasons range from relaxation and catharsis to learning and competence seeking. Specific programs, then, should be tailored to fulfilling this broad range of needs, and organized in a logical progression that provides variety and mastery. Co-recreational activities are not new, and there are many sports which can be easily performed by both girls and boys, always taking into consideration interests and physical capacities. Intramurals administrators who involve students in decisions about coed athletics will be able to devise programs that are both acceptable in legal terms and satisfactory to students.

Evaluation of Sex Integrated Physical Education Classes, Erika Sander, December 1979.

> Implementation of Title IX and resultant sex equity laws in secondary physical education programs occasions a need to develop new methods of evaluating and grading students enrolled in coeducational physical education classes. This document discusses problems that may occur as a result of sex equity modifications from the point of view of the instructor who must grade a large and heterogeneous group of students in a fair and yet accurate manner. Several formats for student evaluation systems are presented. Discussion of the intent of sex equity rulings rather than the letter of such legislation is included.

Intramural Sports Organization and Administration, Ronald W. Hyatt, C.V. Mosby Co., 1977.

Intramural Administration Theory and Practice, James A. Peterson, ed., Prentice-Hall, Inc., 1976.

Intramural Portfolio, National Intramural Sports Council, American Alliance for Health, Physical Education and Recreation, 1978.

Physical Behavior in Sport, R. B. Alderman, W. B. Saunders Co., 1974.

Dimensions of Physical Education, Charles A. Bucher, ed., C. V. Mosby Co., 1974.

Merging Men's and Women's Intramural Sports Programs, Gerry Maas, April 1976, paper presented at the Annual Conference of the National Intramural-Recreational Sports Association, San Diego, CA.

One reaction to Title IX's basic requirement for equal opportunity for physical activity and sports, regardless of sex, was the widespread reevaluation of separate programs in physical education, intramurals, and athletics. To insure that all individuals would have equal opportunity in a given physical activity program, many administrators ordered that the separate programs for men and women initiate merger plans. The Iowa State University Physical Education Departments were merged in fall 1974 and the intramural programs in fall 1975. The merging of the two programs did not create a problem. Both programs had similar operating policies and eligibility rules, and administration of co-rec sports was handled and facilitated by both programs before the merger took place. The merger has had a positive effect and has led to an improved program in the following areas: centralized intramural office; better utilization of staff; expansion of sports offerings; one large group of participants rather than two smaller groups; equipment needs combined thereby avoiding duplication; coordination of space needs with other programs; combining of intramural meet activities to make more economical use of officials and other personnel; consistency in program policies and eligibility rules; and consolidated publicity efforts.

Coeducational Elective Physical Education Handbook, Secondary, Boise City Independent School District, Idaho, 1975.

This is a handbook on coeducational elective physical education for secondary students. It begins by listing and discussing 10 objectives of elective physical education. The next section contains information on organizing the elective program including preparing the schedule, long range planning, registration, record keeping and grading, testing and scoring performance, and rainy day scheduling. The final section contains specific examples of incorporating coeducational team sports including basketball, football, softball, volleyball, and other activities. A sample critique sheet is also included.

Organizational Patterns for Instruction in Physical Education, American Association for Health, Physical Education, and Recreation Washington, DC, 1971.

This booklet helps P. E. educators and administrators organize physical education time allotment, personnel, and student grouping structures under various organizational patterns. Specific articles dealing with ways in which schools have accommodated innovative patterns were included. Some of the programs dealt with organizational patterns in elementary schools, implementation of student needs in junior high school, nongraded curriculum and modular scheduling, coeducational physical education classes, and physical education through electives. The National Association of Secondary School Principals (NASSP) Model Schools Program for Health, Physical Education, and Recreation is also presented. A bibliography of selected readings is included.

See How They Run, Coe and Allsbrook, Pre-School Workbooks, 710 W. North Ln., Peoria, IL, 1978.

Equal Opportunity in Physical Education and Athletics: Chapter 622, Title IX, Massachusetts State Dept. of Education, Boston, MA, Bureau of Equal Educational Opportunities.

> This pamphlet is designed to help school personnel in Massachusetts achieve equal opportunity in physical education and sports programs for all students, regardless of sex. Answers are provided for some of the most commonly raised questions on this issue: 1) Do the regulations require that all physical education classes be coeducational? 2) Do the regulations require that the physical education curriculum be identical for boys and girls? 3) What constitutes an equitable athletic budget under Massachusetts' Chapter 622 and the Federal government's Title IX? 4) Where are the funds to come from to expand extracurricular sports programs? 5) Why can't top expenditures for one or two sports be justified in terms of gate receipts? 6) What point is there in developing a girls' team in a particular sport if there are no other teams for them to play? 7) In view of equal opportunity regulations, what can prevent boys from trying out for and taking over girls' teams? 8) When differences appear between the regulations of Chapter 622 and those of Title IX, which is applicable? Programs developed in several Massachusetts school districts for equalizing physical education programs are described, and a list of additional resources is provided.

Physical Education, Part I. Options in Education, Program No. 99, George Washington University, Washington, DC, Institute for Educational Leadership, National Public Radio, November 21, 1977.

> This transcript of a National Public Radio broadcast discusses the impact of Title IX on elementary and secondary physical education. Topics covered include competition, difficulties involved in the sex integration of sports, statements on Title IX by five chief state school officers, the experience of Massachusetts in implementing Title IX, and the problem of locker room facilities.

Rules for Coeducational Activities and Sports, American Alliance for Health, Physical Education, and Recreation, 1201 16th Street N.W., Washington, DC.

> Suggestions and guidelines for establishing rules for co-recreational intramural activities are presented. These rules are not intended as a precedent or a national standard--they are ideas for adapting standardized rules for men's and women's sports to meet the needs, demands, and characteristics of co-recreational sports. Eleven different college-level activities are described along with suggestions for modification of college-level sports for elementary and secondary levels. Rules are presented for basketball, ice broomball, flag football, hoop hockey, innertube waterpolo, slow pitch softball, soccer, tug championships, frisbee, and volleyball.

Title IX Sex Integrated Programs That Work, Marjorie Blaufarb and John Ganoe, American Alliance for Health, Physical Education, and Recreation, Washington, DC, 1978.

With specific regard to the Educational Amendments of 1972 and Title IX therein, this monograph is concerned with secondary level school compliance with federal regulations governing sex integration and equal education for women in physical education programs. The document is essentially designed to help schools implement programs; examples, descriptions, and guidelines are provided from a wide variety of schools with successful integrated programs. The authors report personnally on four junior high and fifteen senior high school programs, and appendices prepared by school people offer further illustrations including elective, alternative, and recreation programs, athletic interest surveys, and student evaluations. A concluding section recommends management strategies for implementation of Title IX.

The General Instruction Program in Physical Education at Four-Year Colleges and Universities: 1977, Joseph B. Oxendine and Jean E. Roberts, NASPE College Physical Education Council Status Report, American Alliance for Health, Physical Education, and Recreation, Washington, DC, 1978.

Information was solicited on trends in physical education programs in four-year colleges and universities, and the results were compared with the results of three similar earlier studies. It was found that: 1) physical education offerings for the general college student continue to be almost universal; 2) the requirement of physical education has continued to decline substantially, a trend that had been noted as early as the 1972 study; 3) the majority of all courses now offered are coeducational; 4) the prevalence of team sports has declined, and the most successful courses now are fitness activities, outdoor activities, racquet sports, dance, winter sports, and skin and scuba diving; 5) the percentage of students electing physical education courses has increased; 6) less than one-half of the physical education faculty are in a tenure track; and 7) a significant increase can be noted in the percentage of institutions giving credit for physical education. Questionnaire items and tables are included.

Cowstails and Cobras, A Guide to Ropes Courses, Initiative Games, and Other Adventure Activities, Karl Rohnke, 1977, Project Adventure, P.o. Box 157, Hamilton, MA.

This document is designed as a resource book for senior high school physical education teachers to aid in the development of initiative and adventure activities involving rope exercises. Goals of these exercises are defined as: 1) increasing personal competence; 2) increasing mutual support within a group; 3) developing an increased level of agility and physical coordination; 4) developing joy in one's increased familiarity and identification with the natural world. The author discusses exercises appropriate for coordination, cardiovascular warmup, limberness, distance covering, and other preliminary activities. Procedures for instruction in falling techniques, spotting, belaying, and knot tying are discussed. Construction of a rope course, group activities, winter activities, and games and nongames are detailed. Practical considerations on weather, scheduling, coeducation classes, and safety are noted.

Strategies for Equality: Guidance, Social Studies, Physical Education, Rutgers, the State University, New Brunswick, NJ, Training Institute for Sex Desegregation of the Public Schools, January, 1978.

This document contains descriptions of projects in guidance physical education and social studies which were developed by participants in workshops for nondiscriminatory curriculum development training. Projects and appendices in the guidance section include plans for field trips and open houses in nontraditional careers for men and women; for revision of a high school planning guide to meet sex-fair regulations; and for computing of new sex-free norms for an aptitude test. Physical education studies include: a survey of student interest in sports, looking toward the establishment of an intramural sports program; a workshop for community recreational personnel and school staff in the equal education laws; coeducational units in new sports areas, such as wrestling, square dancing, slimnastics and weight training; and a coeducational elementary obstacle course unit. Among the social studies projects listed are: an in-service workshop for staff, a consciousness raising unit for middle and high school students; a local history research project involving women as subjects; and a study of women in history, utilizing biography and an enactment of the Susan B. Anthony trial.

Equity in School Athletics: A Guide, Joyce R. Countiss, et al., Rutgers, the State University, New Brunswick, NJ, Training Institute for Sex Desegregation of the Public Schools, November 1977.

Titles VI and IX require coeducational physical education classes and equity in athletic offerings and coaches' salaries, and prohibit sex discrimination in public schools. In New Jersey, compliance with the law is in the best educational interest of both male and female students. Educators leading intramural and interscholastic athletics programs who are attempting to enforce affirmative action should adopt guidelines for compliance. Organizational patterns for equity in interscholastic athletics include options such as these: 1) integration of the entire program so that all teams are open to both sexes; 2) separate but equal teams coordinated through a joint scoring and scheduling system; and 3) a combined approach, in which both separate and mixed sex teams exist equally in each season. On the other hand, intramural and club activities should be entirely coeducational. For equal physical education programs, coaches of either sex who are qualified should be found and hired for male, female, or coed teams. Further, coaching salaries should be reviewed to see if a pattern of discrimination is evident. Good public relations and publicity should be attained and used equitably to promote interest and provide rewards to both male and female athletes.

Complying With Title IX in Physical Education and Sports, AAHPER, 1976.

Designed to assist schools and colleges in complying with Title IX regulations. Provides information on what must be done to be in compliance and includes self-evaluation check list. Deals with physical education, grades K-16. Problem areas general to all levels of education - facilities use and management, teacher behavior, employment, community relations and student attitudes.

The American Women in Sports, Ellen W. Gerber, Jan Felshin, Pearl Berlin, and Waneen Wyrich, Addison-Wesley Publishing Co., Reading, MA, 1974.

A comprehensive multidisciplinary approach to the problems, patterns and processes associated with sport involvement of women in our culture. Special features include: 1) historical perspective of women's participation in sport; 2) social view of women and sport; 3) focus on the psychological profile and motivational factors of sportswomen; and 4) a biophysical perspective.

Sex Equality and Title IX, Charles D. Moody and Charles B. Vergon, eds., Program for Educational Opportunity, University of Michigan, Ann Arbor, MI, 1977.

A series of conference papers focusing on the implementation of Title IX and sex discrimination in employment.

Women in Sport: A National Research Conference, Dorothy V. Harris, College of Health, Physical Education and Recreation, State College, PA, Pennsylvania State University, 1972.

Title IX and Physical Education: A Compliance Overview, adapted from Marjorie Blaufarb and consultants and staff of AAHPER, Department of HEW, Office of Education, Washington, DC, 1976.

Aimed at physical education teachers and school administrators, this booklet attempts to provide a basic understanding of Title IX compliance requirements and possibilities for departments of physical education. One section focuses on reviewing the Title IX requirements; and the second on issues and activities related to achievement of compliance.

The Cordova Plan, James W. Collins, et al., February 1965.

Experiments in staff utilization were discussed. Changes in the methods of instruction and the curriculum were based upon a desire to produce a better teaching-learning situation, to stimulate students to commit themselves for their own improvement, to meet the challenges society thrusts upon the modern school, and to equip students to meet their daily problems. Experiments were made in the areas of large group instruction, in the use of team teaching, in back-to-school scheduling, in a combination of English-Social Science instructors and English-Social Science curriculum, in the use of teachers' aids, and in coeducational physical education. Requests from the teaching staff at the end of the experimental year prompted the arrangement of summer workshops for department personnel to plan a new curriculum and a new approach. One of the results of the workshop was the combining of the English and Social Science departments into a Department of Unified Studies. A 4-year Unified Studies program was established. It consisted of a single course of study involving basic concepts and materials from history and literature. Five member teams conducted the program on a grade level basis, and a planning council of teachers facilitated staff assignments. Students who needed special attention were put in remedial sections. Outstanding students were given self-directed study programs. By unifying subject matter and by teaching concepts, students were placed in a more challenging situation. Other innovations in staff utilization included team teaching in science, math, and home economics, use of teachers' aides and lay readers, and experiments in physical education taught by teams of men and women instructors.

Co-Rec Intramural Handbook, Leisure Press, P.O. Box 3, West Point, NY.

A manual which presents co-rec rule modifications and administrative programming suggestions for more than 30 activities.

Games Teaching, Marie Riley, ed., Journal of Physical Education and Recreation, September 1977.

Children and Youth in Action: Physical Activities and Sports, Mary Riley, et al., U.S. Dept. of Health and Human Services, November 1980.

Ideas for Secondary School Physical Education, Patricia E. Barry, ed., American Alliance for Health, Physical Education, and Recreation, 1976.

Children's Dance, AAHPERD Press, 1973.

The Art of Learning Through Movement, Ann Barlin and Paul Barlin, Ward Ritchie Press, Los Angeles, CA, 1971.

Creative Dance in the First Three Grades, Joyce Boorman, David McKay, New York, 1969.

Creative Dance in Grades Four to Six, Longman, Ontario, Canada, 1971.

...and a Time to Dance, Norma Canner, Plays, Inc., Boston, MA, 1975.

Be a Frog, a Bird, or a Tree, Rachel Carr, New York, Doubleday, 1973.

Creative Dance for Boys, Jean Carroll and Peter Lofthouse, McDonald and Evans, London, 1969.

Children Dance in the Classroom, Geraldine Dimondstein, Macmillan, New York, 1971.

Creative Rhythmic Movement: Boys and Girls Dancing, Gladys Andrews Fleming, Prentice-Hall, Englewood Cliffs, NJ, 1976.

Teaching the Three R's Through Movement, Anne Green Gilbert, Burgess Publishing Co., Minneapolis, MN, 1977.

Basic Movement Education for Children, Bonnie Gilliom, Addison-Wesley, Reading, MA, 1969.

First Steps in Teaching Creative Dance, Mary Joyce, National Press Books, Palo Alto, CA, 1973.

Modern Educational Dance, Rudolf Laban, Frederick A. Praeger, publishers, New York, 1963.

Pocket Guide of Dance Activities, Latchaw and Pyatt, Prentic-Hall, Englewood Cliffs, NJ.

Children's Creative Dance Book, Barbara Mettler, Mettler Studios, Tucson, AZ, 1970.

Materials of Dance as a Creative Art Activity, Mettler Studios, Tucson, AZ, 1960.

Dance in Elementary Education, Ruth Murray, Harper and Row, Publishers, New York, 1974.

Movement Games for Children of All Ages, Esther Nelson, Sterling Publishing Co., New York, 1975.

Children Discover Music and Dance, Emma Sheehy, Columbia Teacher's College Press, New York, 1968.

Creative Rhythmic Movement for Elementary School Age Children, Shirley Winters, William C. Brown, Dubuque, IA, 1974.

To Move, To Learn, Kate Witkin, Temple University Press, Philidelphia, PA.

Resource Consultants

Technical Consultants

Name: Dan Ludewick
Position: Supervisor of Physical Education, Recreation and Equity Education
Employer: Superintendent of Public Instruction
Business Address: 7510 Armstrong SW
Olympia, Washington
98504
Business Phone: 206 753-7389

Area of Expertise: The Law as it applies to Physical Education, Recreation, Athletics and Equity Education

Implementation of Title IX

Name: Deborah Tannehill
Position: Secondary Physical Education Consultant
Employer: Eastern Washington University
Business Address: Athletic Department
Eastern Washington University
Cheney, Washington
99004
Business Phone: 509 359-2426

Area of Expertise: Implementation of Co-ed Physical Education

Innovative Activities for Co=ed Physical Education

Co-ed Physical Education Methodology

Professional Involvement

Elementary Physical Education Consultants

Name: Fernando Alvarez
Position: Physical Education Specialist K-3
Employer: Moses Lake School District #161
Business Address: 1318 Ivy Avenue
Moses Lake, Washington
98837
Business Phone: 509 765-3485

Area of Expertise: Perceptual Motor Activites

Name: Karen Marie Bafus
Position: Physical Education Specialist K-6
Employer: Bellevue School District
Business Address: Stevenson Elementary School
14220 NE 8th Street
Bellevue, Washington
98007
Business Phone: 206 455-6287

Area of Expertise: Elementary Physical Education

Name: Betty Berry
Position: Physical Education Specialist K-6
Employer: North Thurston School District #3
Business Address: Lydia Hawk Elementary
7600 5th Street SE
Lacey, Washington
98503
Business Phone: 206 456-7712

Area of Expertise: Physical Fitness

Dance

Name: Dick Burnham
Position: Physical Education Specialist K-3
Employer: Seattle Public Schools
Business Address: Genesee Hill Elementary
815 4th North
Seattle, Washington
Business Phone: 206 587-5510
Area of Expertise: Individualized program

Movement Education

Safety Education

Name: Gene Yoshio Dogen
Position: Physical Education Specialist K-6
Employer: Lake Washington School District
Business Address: Ben Franklin Elementary
12434 NE 60th
Kirkland, Washington
Business Phone: 206 828-3328
Area of Expertise: Non traditional sports/Non competitive games

Name: Diane Irish
Position: Physical Education Specialist K-6
Employer: Tacoma Public Schools
Business Address: Sheridan Elementary
5317 McKinley Avenue
Tacoma, Washington
Business Phone: 206 475-5141

Area of Expertise: Elementary Physical Education

Name: Cam Kerst
Position: Physical Education Specialist K-6
Employer: Tacoma Public Schools
Business Address: PO Box 1357
Room #303
Tacoma, Washington
98401
Business Phone: 206 593-6896

Area of Expertise: Elementary Physical Education

Physical Education for the Physically Handicapped

Professional involvement

Name: Jan McNeeley
Position: Physical Education Specialist K-2
Employer: High Point Early Childhood Center
Business Address: High Point Early Childhood Center
6760 34th SW
Seattle, Washington
Business Phone: 206 587-5616

Area of Expertise: Early childhood education

Gymnastics and acrobatics

Name: Jerry Poppen
Position: Physical Education Specialist K-6
Employer: Tacoma Public Schools
Business Address: PO Box 1357
Tacoma, Washington
98401
Business Phone: 206 593-6896

Area of Expertise: Elementary Physical Education

Name: Rich Retallic
Position: Physical Education Specialist K-3
Employer: Moses Lake School District #161
Business Address: 1318 Ivy Avenue
Moses Lake, Washington 98837
Business Phone: 509 765-3485

Area of Expertise: Tumbling

Junior High and Middle School
Physical Education Consultants

Name: Teri Murphy
Position: Physical Educator
Employer: Olympia School District
Business Address: Jefferson Middle School
2200 Conger
Olympia, Washington
98502
Business Phone: 206 753-8985

Area of Expertise: Development and implementation of co-ed physical education at the middle school level

Name: John W. Serk
Position: Department Head-Physical Educator
Employer: Shoreline Public Schools
Business Address: Einstein Middle School
325 NW 195th
Seattle, Washington
98177
Business Phone: 206 361-4365

Area of Expertise: Track and Field
Volleyball
Weight training and conditioning

Name: Molly Tomita
Position: Physical Educator
Employer: Lake Washington School District
Business Address: Kirkland Junior High
430 18th Avenue
Kirkland, Washington
98033
Business Phone: 206 828-3306

Area of Expertise: Curriculum and Instruction

Name: Bob Tschilar
Position: Department Head-Physical Educator
Employer: Lake Washington School District
Business Address: Kirkland Junior High
430 18th Avenue
Kirkland, Washington
98033
Business Phone: 206 828-3306

Area of Expertise: Track and Field
Weight Training
Body Conditioning

Name: Pat DeNeui
Position: Department Head and Physical Educator
Employer: Olympia School District
Business Address: Reeves Middle School
2200 North Quince
Olympia, Washington 98506
Business Phone: 206 753-8975

Area of Expertise: Racquet sports

High School Physical Education Consultants

Name: Tom Ingles
Position: Physical Educator
Employer: Issaquah School District
Business Address: Liberty High School
22211 SE 72nd
Issaquah, Washington 98027
Business Phone: 206 228-3050 Ext. 59

Name: Louise King
Position: Physical Educator
Employer: Yelm School District
Business Address: Yelm High School
P.O. Box 476
Yelm, Washington 98597
Business Phone: 206 458-7777
Area Of Expertise: Team, individual and dual sports

Name: James Kline
Position: Department Head and Physical Educator
Employer: Northshore School District
Business Address: Inglemore High School
15400 Simonds Road
Bothell, Washington 98011
Business Phone: 206 485-0271
Area of Expertise: Outdoor Education

Name: Bill Marshall
Position: Department Head and Physical Educator
Employer: Longview School District
Business Address: R.A. Long High School
2903 Nichols Blvd.
Longview, Washington 98632
Business Phone: 206 577-2730

Name: Jan Olson
Position: Physical Educator
Employer: Issaquah School District
Business Address: Liberty High School
22211 SE 72nd
Issaquah, Washington 98027
Business Phone: 206 881-2924

Name: Alice Thomson
Position: Department Head and Physical Educator
Employer: Shoreline School District
Business Address: Shoreline High School
18560 First Ave NE.
Seattle, Washington 98133
Business Phone: 206 361-4327

Physical Education Coordinator Consultants

Name: Curt Byrnes
Position: Coordinator of Health, Physical Education and Athletics K-12
Employer: Bellingham School District
Business Address: Box 878
Bellingham, Washington 98225
Business Phone: 206 676-6530

Name: Robert McQuire
Position: Coordinator of Health, Physical Education and Athletics K-12
Employer: Northshore School District
Business Address: 18315 Bothell Way NE
Bothell, Washington 98011
Business Phone: 206 485-0344

Area of Expertise: Playground Equipment and Facilities

Aquatics

Name: Bob Melson
Position: Elementary Physical Education Coordinator K-6
Employer: Lake Washington School District
Business Address: 13820 108th NE
Kirkland, Washington 98033
Business Phone: 206 828-3489

Area of Expertise: Elementary Curriculum Development

New and Cooperative Games for Physical Education

Rope Skipping for Fun and Fitness

Professional Involvement

Name: Donna Plato
Position: Physical Education and Activity Coordinator K-6
Employer: Spokane Public Schools
Business Address: North 200 Bernard
Spokane, Washington 99201
Business Phone: 509 455-3662

Area of Expertise: Physical Education and Extra curricular activities

Name: Nancy Price
Position: Physical Education Coordinator K-12
Employer: Issaquah School District
Business Address: 22211 SE 72nd
Issaquah, Washington 98026
Business Phone: 206 392-0730

Area of Expertise: Physical Education Curriculum

Equipment and Program Standardization

Name: Al Tweit
Position: Coordinator of Health and Physical Education K-12
Employer: Olympia School District
Business Address: 1113 East Legion Way
Olympia, Washington 98501
Business Phone: 206 753-8832

Area of Expertise: Title IX and HB413 Interpretation

Staff workshops K-12 for compliance practices, grievance and adult procedures

Specialist Consultants

Name: Karen P. DePauw
Position: Adapted Physical Education Coordinator
Employer: Washington State University
Business Address: Department of Physical Education
Washington State University
Pullman, Washington 99164
Business Phone: 509 335-1016 or 335-4593

Area of Expertise: Adapted and Development Physical Education

Name: Anne Green Gilbert
Position: Movement Specialist
Employer: Private Consultant
Business Address: 6204 40th NE
Seattle, Washington 98115
Business Phone: 206 525-0759

Area of Expertise: Creative Dance for all ages

Teaching Academic Concepts through Movement

Name: Paul Henley
Position: Student Activities Coordinator
Employer: Spokane School District
Business Address: 200 North Bernard
Spokane, Washington 99201
Business Phone: 509 455-3661

Name: Jesse Jaramillo
Position: Creative Dance and Dance Technique Instructor
Employer: Co-Motion Dance, Bill Evans Dance, Seattle Public Schools
Business Address: P.O. Box 20025
Seattle, Washington 98102
Business Phone: 206 325-3991

Area of Expertise: Creative use of movement as an educational tool

Modern and Jazz Dance technique

Choreography and directing performing arts

Name: Barbara Lacy
Position: Dance and Movement Specialist
Employer: Sponsored by National Endorsements "Artists In Schools Prog.
Business Address: 19271 Stone Avenue North
Seattle, Washington 98133
Business Phone: 206 542-8850

Area of Expertise: Elementary specialist

Introduction of creativity and elements of dance/ movement into physical education and general education

School workshops and school residencies

Name: Chuck McEwan
Position: Elementary Educator
Employer: Tacoma Public Schools
Business Address: 5412 29th NE
Tacoma, Washington 98422
Business Phone: 206 927-5774

Area of Expertise: Elementary Physical Education

Physical Education K-12

Name: Gayle E. Nilson
Position: Activity Coordinator/Athletic Director
Employer: Issaquah School District
Business Address: 22211 SE 72nd
Issaquah, Washington 98027
Business Phone: 206 392-6418

Name: Patricia Sander
Position: Health and Safety Curriculum Consultant
Employer: Seattle Public Schools
Business Address: 815 4th Avenue North
Seattle, Washington 98109
Business Phone: 206 587-5562

Area of Expertise: Health Education Curriculum Writing and Development

Name: Greg Santora
Position: Adaptive Physical Education Specialist
Employer: Olympia School District
Business Address: 1113 East Legion Way
Olympia, Washington 98501
Business Phone: 206 753-8963

Area [illegible] Expertise: Adaptive Physical Education for Special Education

Name: Rowland P. Smith
Position: Athletic Director
Employer: Moses Lake School District
Business Address: 1318 West Ivy
Moses Lake, Washington 98837
Business Phone: 509 765-3485

Area of Expertise: Staff organization and in-service

Name: Bud Turner
Position: Curriculum Speicalist
Physical Education and Recreation Educator
Employer: Seattle School District
Business Address: 520 Ravenna Blvd. NE
Seattle, Washington 98115
Business Phone: 206 587-5562

Area of Expertise: Movement Education

Educational Gymastics

Multi-disciplinary instruction

Administrative Consultants

Name: Clarence Alford
Position: Advisory Specialist on Title IX compliance
Employer: Pasco School District
Business Address: 1004 North 16th Avenue
Pasco, Washington 99301
Business Phone: 509 547-9531

Area of Expertise: Rules and regulations of sex discrimination

Dissemination of Title IX information

Strategies for selling Title IX and for creating positive attitudes toward sexism, sex stereotypes and sex desegregation

Name: Fran Anderson
Position: Principal
Employer: Lake Washington School District
Business Address: Kamiakin Junior High
14111 132nd NE
Kirkland, Washington 98033
Business Phone: 206 828-3301

Area of Expertise: Administrative support in the implementation of Co-ed Physical Education

Name: Glen Carson
Position: Principal
Employer: Lake Washington School District
Business Address: Kirkland Junior High
430 18th Avenue
Kirkland, Washington 98033
Business Phone: 206 828-3306

Area of Expertise: Administrative support in the implementation of Co-ed Physcial Education

Name: Beth Voorhees Wilke
Position: Personnel Administrator
Employer: Issaquah School District
Business Address: 22211 SE 72nd
Issaquah, Washington 98027
Business Phone: 206 392-0715

Area of Expertise: Compliance requirements---Title IX/RCW28A-85

Program planning and development for compliance and equity.

Staff development planning and resources

University Consultants

Name: Samuel Adams
Position: Associate Professor of Physical Education
Employer: Washington State University
Business Address: New Gym 116
Washington State University
Pullman, Washington 99164
Business Phone: 509 335-7720

Name: Marjorie J. Anderson
Position: Department Chairperson
Employer: Gonzaga University
Business Address: Physical Education Department
East 502 Boone
Spokane, Washington 99258
Business Phone: 509 328-4220

Area of Expertise: Administration and teaching methodology

Name: Chappelle Arnatt
Position: Department Chairperson
Employer: Western Washington University
Business Address: Department of Physical Education
Western Washington University
Bellingham, Washington 99225
Business Phone: 206 676-3054

Area of Expertise: Elementary Physical Education

Professional Preparation

Name: C. Peggy Gazette
Position: Professor
Employer: Eastern Washington University
Business Address: HPERA Complex
Eastern Washington University
Cheney, Washington 99004
Business Phone: 509 359-7960

Area of Expertise: Graduate programs in physical education

Hatha Yoga

Name: Dave Olson
Position: Director, School of Physical Education and Athletics
Employer: Pacific Lutheran University
Business Address: School of Physical Education
Pacific Lutheran University
Tacoma, Washington 98447
Business Phone: 206 383-7350

Area of Expertise: Organizational and Administrative policies to promote co-ed physical education

Name: M. Patrick Whitehill
Position: Professor of Physical Education
Employer: Eastern Washington University
Business Address: Physical Education Department
Eastern Washington University
Cheney, Washington 99004
Business Phone: 509 359-7963

Area of Expertise: Elementary School Physical Education

Name: Dr. Victor P. Dauer
Position: Professor Emeritus, Retired
Address: 5697 Davison Head Drive
Friday Harbor, Washington 98250
Phone: 206 378-2297

Area of Expertise: Elementary Physical Education

Teacher Preparation

Special and Quality Programs

Within the State of Washington

Quality Programs

Elementary Specialty Programs

District: Seattle Public Schools
Building: Columbia Multi-Disciplinary Movement Option
Address: 3528 South Ferdinand Street
Seattle, Washington 98118
Phone: 206 587-5693
Contact: Bud Turner

Visitation Information: Contact Bud Turner, Curriculum Specialist
520 Ravenna Boulevard East
Seattle, Washington 98115
206 587-5662

"Key" Concepts:

1. Success oriented movement delivery system.
2. Curricular choices including ---
   - Scats performing gymnastics group
   - Circus arts
   - Intermediate tumbling
   - Afrikan dance
   - Mime
   - Sports studies
   - Rope skipping
   - Advanced unicycling
3. Movement is explored through curricular areas.
4. Staff support

Class Structure:

Self-contained with team and individual instruction.

Scheduling:

All students come three times a week.
Many gifted students come six times a week
Nearly all students are involved

Cautions:

Don't stereotype
Don't separate
Expect the maximum from both sexes
Have models from both sexes; demonstrations, posters, etc.
Don't expect very much without going beyond the school day

Additional Comments:

87% finish superior on Washington State Test
78 of 200 students performing at the high school level in tumbling
50 or 25% can ride a unicycle and juggle three balls
125 can jump rope for ten minutes or more

Quality Programs

Elementary Physical Education Programs

District: *Bellevue Public Schools*
Building: *Stevenson/Lake Hills/Enatai*
Address: *14220 NE 8th Atreet*
Bellevue, Washington 98007
Phone: *206 455-6287*
Contact: *Bob Collins*

Visitation Information: *8:30-2:30*
Jill Mathes, Principal, Lake Hills

"Key" Concepts:

Before presenting a lesson, I must be able to answer "yes" to the following;

1. *Are all students actively involved?*
2. *Will all the students be able to leave at the end of this lesson wanting to come back?*
3. *Was there flexibility built into the lesson to allow for individual differences?*
4. *Was there opportunity for immediate feedback to the students?*
5. *Is the activity safe so the children won't get hurt or worry about it?*

Class Structure:

Bellevue specialist assignments are to teach 40, 1/2 hour lessons each week, seeing 1,000 students once a week. Due to travel to 3 different buildings there is a variety of self-contained and team teaching situations.

District: Lake Washington School District
Building: Ben Franklin
Address: 12434 NE 60th
Kirkland, Washington 98033
Phone: 206 828-3328
Contact: Gene Yoshio Dogen

Visitation Information: Call school for arrangements and approval from the principal.

"Key" Concepts:

1. Emphasis placed on non-traditional sports such as lifetime leisure activities and sports skills.
2. Non-competitive games and activities in which "fun" replaces the need to "always win" philosophy.
3. A student's sex is insignificant in elementary physical education if they are motivated to learn and develop their skills.

Class Structure:

Self-contained classrooms from 1st through 6th grades including E.S.L. class.
All classes taught by the specialist.

Scheduling:

Each self-contained classroom in a building has physical education classes twice a week. The time schedule is determined by the vocal music, librarian and physical education teachers to avoid time conflicts.

Cautions:

Staff and students should all practice the same philosophy in playing games or learning activities where a student's sex should not be used as an example for success or failure.

Additional Comments:

The less emphasis on winning and the more emphasis on each child's success will develop a better attitude toward physical education and one's self.

District: Lake Washington School District
Building: Helen Keller
Address: 13820 108th NE
Kirkland, Washington 98033
Phone: 206 828-3489
Contact: Bob Melson

Visitation Information: Monday through Thursday
9:00 until 3:00

"Key" Concepts:

1. Basic skills orientation with full participation in all activities.
2. Multi-disciplinary approach involving many subject areas and their relation to physical education.
3. Many varied and novel units of instruction presented yearly.

Class Structure:

All students have two, thirty minute lessons per week from the specialist in addition to intramural time.

Scheduling:

Monday-Wednesday or Tuesday-Thursday
Thirty minute lessons
Fifteen minutes of intramural time twice a week

Cautions:

1. Staff must work towards similar goals together and meet regularly.
2. Staff must provide quality instruction and supervision.
3. Staff must provide innovative units of instruction.
4. Physical education must be fun for the kids and still challenging.

Additional Comments:

I feel it is important for co-ed physical education to be adopted on a district-wide basis so all kids get equal treatment. Also, it is important that these programs get administrative support, monitoring and evaluation.

District: Moses Lake School District
Building: Longview and Larson Heights
Address: Maple Drive
Moses Lake, Washington
Phone: 509 765-1861/762-5524
Contact: Fernando Alvarez or Rich Retallic

Visitation Information: Contact school office one day in advance.

"Key" Concepts:

Perceptual motor emphasis

Class Structure:

1. Course structured --- Teaching of basic perceptual motor skills through activities and games.
2. 70 objectives from grades K-3 which include: Santa Clara, body awareness, eye-hand coordination, coordination and rhythms, balance.
3. Everything is teacher judgment.

Scheduling:

Each instructor has two schools.
Each instructor meets with each class twice a week for twenty minutes.

Cautions:

Develop student learning objectives.
Develop a game book.
Plan out monthly objectives and record progress.

District: North Thurston School District
Building: Lydia Hawk
Address: 7600 5th Street SE
Lacey, Washington 98503
Phone: 206 456-7712
Contact: Betty Berry

Visitation Information: 9:00-11:15 or 1:00-3:30
Classes are held in the multi-purpose room.

"Key" Concepts:

Variety of activities
Structured period
High standards with emphasis on individual growth
Assertive discipline

Class Structure:

Each class has a specialist in a self-contained daily program. One day of art, one day of music and one day of physical education on a rotating basis.

Scheduling:

Rotating basis with art and music seeing the students every three days with the exception of the sixth grade where due to numbers they only meet every four days.

District: Olympia School District
Building: All elementary buildings
Address: 1113 East Legion Way
Olympia, Washington 98501
Phone: 206 753-8833
Contact: Jeff Carpenter

Visitation Information: Any time

"Key" Concepts:

Equal programs and instruction begin in kindergarten and are carried through the high school level.
Curriculum stresses skill development at all levels.
Excellent cooperation among staff.

Class Structure:

Team teaching with classroom teachers.
Several classes in gym at one time.

Scheduling:

Specialist meets with students and classroom teacher once a week.
Classroom teacher follows through on remaining four days.

Cautions:

Start in the elementary grades.
Follow through in all other grades.
Students are conditioned to co-ed physical education.
Stress skill development rather than competition.

District: Seattle School District
Building: High Point Early Childhood Center
Address: 6760 34th SW
Seattle, Washington 98126
Phone: 206 587-5616
Contact: Jan McNeely

Visitation: Kindergarten has physical education Monday, Tuesday, and Wednesday each week. Any day is fine for visits. Physical Education classes start at 10:40 with three 30 minute periods in the morning and three 30 minute periods in the afternoon. Second grade in the morning and first grade in the afternoon.

"Key" Concepts:

Supportive administration and faculty.

An all active and all successful program: This is accomplished by modifying rules, etc. to fit the level, providing a piece of equipment for each child to eliminate waiting in line.

Providing an atmosphere where competition is encouraged but pressure is minimum.

Class Structure:

Our physical education program is designed to insure the success of each child in some area of the program. Being an early childhood educator, I have minimized competition, increased skill emphasis and offered a multitude of vaious activities to insure success and progress. It is a structured environment which allows for all skill levels and flexibility within that environment.

Scheduling:

The specialist sees every child during every 30 minute class every day of the week. In addition there is one hour two days a week designed specifically for a specialized gymnastics program.

Cautions:

The more varied the program the more opportunity for your children to succeed. Modifying rules, allowing for different skill levels and making allowances for individual differences will produce amazing end results in your classes.

Additional Comments:

High Point students are part of SCATS (Sanislo Columbia Acrobatics Teams) and have 1/4 of the handwalkers in the group. This is just more proof that provided the opportunities and instruction, even small children will succeed.

The amount of success you achieve depends greatly on the time you are willing to give to your program and I feel we are an example of an outstanding program gaining more and more success because of dedicated specialists and the excellent extension programs being offered in the area.

District: Tacoma School District
Building: District wide
Address: Room 303 P.O. Box 1357
Tacoma, Washington 98401
Phone: 206 593-6896
Contact: Jerry Poppen

Visitation Information: Between 9:00-11:00am or 1:00-3:00.

"Key" Concepts:

The program has been co-ed since its conception in 1962

If there is a need for grouping it is done on an ability basis.

Individualized instruction is incorporated as much as is possible.

Class Structure:

Elementary physical education teachers take one class at a time with approximately 30 students in a self-contained situation.

Scheduling:

Grades 4,5, and 6 are taken twice a week for a minimum of 25 minutes each. Grades 1,2 and 3 are taken twice a week for a minimum of 20 minutes each. Kindergarten is taken once a week for a minimum of 20 minutes. Special education classes are either taken individually or mainstreamed.
Classes begin at 9:00am and run throughout the day.

Cautions:

1. Appropriate dress is a neccessity. At the elementary level uniforms are not necessary, however all children need to be dressed so that they do not have to worry about any type of exposure.
2. When first getting girls and boys together, exciting activities in which little touching and a lot of cooperation between the sexes is involved aids in breaking down barriers between the sexes. Such activities would be:
   a. partner relay races on scooters where girls may have to push boys or vice versa.
   b. Many cooperative activities from the New Games Book (see bibliography) such as the Lap Game, Stand Up, etc.
3. Provide a well rounded physical education program which follows the states suggested elementary physical education curriculum. This assures that activities are being offered that meet varied interests sometime during the year.

Quality Programs

Junior High and/or Middle Schools

District: Shoreline School District
Building: Einstein Middle School
Address: 325 NW 195th
Seattle, Washington 98177
Phone: 206 361-4365
Contact: John Serl

Visitation Information: Contact Principal, Jim Steves

"Key" Concepts:

Teacher enthusiasm.
Keeping standards high.
Skills teaching in a fun situation.

Class Structure:

The regular program is self-contained one semester with six week units.

An elective program of gymnastics; Elective #1, geared toward modern dance; Elective #2 geared toward wrestling, etc.

Scheduling: Regular classes have six week units and electives three week units.

Cautions:

Don't back away from standards.

Additional Comments:

Class control adheres closely to old-line disciplines with regular physical education uniforms recommended, showers required, hard work, etc. Wrestling is offered as an elective. Ability to opt out of physical education is publicly advertised.

District: Olympia School District
Building: Jefferson Middle School
Address: 2200 Conger
Olympia, Washington 98502
Phone: 206 753-8985
Contact: Danise Ackelson or Teri Murphy

Visitation Information: Contact Principal, Tom Eisenmann

"Key" Concepts:

1. Cooperation among physical educators; working together to plan units and solve any problems which arise.
2. Each unit is two to four weeks in length. We stress introductory skills and participation in each unit.
3. In the locker room the students need to understand that they are now students of the teacher in the locker room whether it is their assigned teacher or not.

Class Structure:

Classes are self-contained for the most part with the exception of folk dance where the classes are team taught.

Each fall the entire physical education staff meets to set up yearly unit plans. Very few choices are given for the students

Scheduling:

Each teacher is assigned a group of students for each class period. For the most part that teacher keeps those students for the entire year. The counselors try to give each teacher an even boy-girl ratio. The grades are kept separately.

Cautions:

1. Be sure all teachers teaching within the co-ed program are involved with its planning.
2. Have brainstorming sessions to come up with all sorts of situations which you think you might encounter. Get all the negative things out in the open and attempt to work through them.

District: Lake Washington School District
Building: Kirkland Junior High
Address: 430 18th Avenue
Kirkland, Washington 98003
Phone: 206 328-3306
Contact: Bob Tschilar

Visitation Information: Contact Principal, Glen Carson

"Key" Concepts:

1. A wide variety of activities suitable for boys and girls are offered.
2. Individual, team and recreational activities are offered.
3. All participation is on a co-ed basis.

Class Structure:

A full year of physical education for the 7th grade with 12 three week units.
One half year of physical education in 8th and 9th grade with 6 three week units.
Each grade level is introduced to different activities in an attempt to expose them to as many activities as possible.
Classes are self-contained.
Some elective are offered each semester.

Scheduling:

Seems to vary from year-to-year.
Students are scheduled into physical education so as to meet physical education requirements unless they have a medical waiver.

Cautions:

1. Offer a wide variety of activities.
2. Offer activities that appeal to both sexes.
3. Boys and girls scheduled together as evenly as possible.
4. Teach good basic skills to develop potential.
5. Boys and girls should work together on teams to provide balance.

District: Olympia School District
Building: Reeves Middle School
Address: 2200 North Quince
Olympia, Washington 98506
Phone: 206 753-8975
Contact: Patricia DeNeui

Visitation Information: Contact building

"Key" Concepts:

The entire school is working on a Glasser approach to student responsibility. The co-ed physical education program has helped give students an increased respect for one another as capable individuals.

Class Structure:

Each teacher has his/her own self-contained, co-ed, single age group class. As each unit is taught, team teaching occurs depending upon the instructor's expertise. Other combining takes place depending upon the class size, facilities available and student skill level.

Scheduling:

The department meets each quarter agreeing on the curriculum (based upon the facilities and equipment available). Students rotate into each activity with skills and knowledge of the activity which is pertinent to their age group.

Cautions:

1. Be positive --- the program is beneficial to both sexes.
2. Cooperating instructors need to agree on basic locker room procedure and initial roll call in the gymnasium.

Additional Comments:

From experience at the middle school level, it was challenging to have multi-aged groups together at the same hour. Entry level students (6th grade) do not possess body coordination to the degree necessary to compete with students who have been in the program.

Senior High School Programs

District: Northshore School District
Building: Inglemoor High School
Address: 15400 Simonds Road
Bothell , Washington 98011
Phone: 206 485-0271
Contact: Jim Kline

Visitation Information: Check with Jim Kline for administrative approval.

"Key" Concepts:

1. Professional staff
2. "Student course description handbook" showing the physical education program and requirements.

Class Structure:

Two trimesters of regular physical education are required in addition to one advanced class. Three semesters of sophomore physical education may be elected if desired in addition to many elective courses offered to all students.

The entire staff is quite flexible employing self-contained units as well as team teaching techniques. Occasionally students may be separated by skill level or by sex for a specific unit. For example, one unit may involve a few days of co-ed teams; a few days of boys on boys and girls on girls; a few days of boys against girls, etc. This will depend upon the activity, the facility, the skill level of the students and the students' interests.

There is a standardized grading policy with explicit department handouts for each unit, a written examination and skills tests which take into account sex differences where necessary.

There is standardized locker room procedure which is supported and adhered to by the entire staff.

Scheduling:

Trimesters --- 12 weeks
Each trimester is broken down in 3 to 4 week units.

Cautions:

The staff sets the tone for a good program. Sex should not dominate the staff, equipment should be available to all staff members and a united grading system, student conduct policy, and locker room policy should be adopted.

A professional staff working together for the good of the program is essential.

It takes experimentation and adapting the program many times until you find what seems to be successful and workable for your program.

District: Seattle School District
Building: Ingraham High School
Address: 1819 North 135th
Seattle, Washington 98133
Phone: 206 587-3540
Contact: Carol Garinger

Visitation Information: Contact the building to make arrangements.

"Key" Concepts:

1. Work together as a staff.
2. Well trained staff that lends itself to a variety of activities.
3. Electives for upper division which stimulate interest.

Class Structure:

9th and 10th grades have general physical education which consists of team sports or they may elect to take dance or swimming.

11th and 12th grades have electives that are closed to the 9th and 10th grades.

Scheduling:

A preregistration which gives the department a class count and will determine which electives will be offered to the upper division and how many general physical education classes to offer.

Tennis shoe registration.

Cautions:

1. Keep the lower division separate from the upper division.
2. Offer a variety of activities at the intermediate and advanced level.
3. A dedicated and hard working staff.

Additional Comments:

Offerings for upper division: Individual sports (pickleball, golf, bowling, badminton); tennis, basketball, volleyball, football, weights, softball, track. Some of these are offered in combination. In addition, swimming, dance and gymnastics.

Offerings for lower division : Swimming, dance and team sports (volleyball, basketball, softball, soccer, football, track).

District: Issaquah School District
Building: Liberty High School
Address: 22211 SE 72nd
Issaquah, Washington 98027
Phone: 206 228-3050 Ext. 59
Contact: Tom Ingles

Visitation Information: Contact building to avoid assembly, preparation, and in-school activity conflicts.

"Key" Concepts:

1. Grading procedure.
2. Balance "recreational" activity with "skill" emphasis.
3. Two to one ratio with boys to girls.
4. Team teaching.

Class Structure:

Team teaching.
Required courses in addition to electives.

Scheduling:

Tennis shoe registration.

Cautions:

Success has been due to cooperation, communication and decision sharing within the department.

District: Shoreline School District
Building: Shoreline High School
Address: 18560 First Avenue NE
Seattle, Washington 98133
Phone: 206 361-4327
Contact: Alice Thomson and Tom Boyd

Visitation Information: Welcome anytime.

"Key" Concepts:

1. Wide variety of activities (team and individual).
2. All ninth graders are together for two semesters (2 credits) for a well rounded program of three week units.

Class Structure:

Ninth grade --- one full year (2 credits) of three week units in a well rounded program.

Following ninth grade the third credit may be chosen from any of the offered electives and teachers.

Self-contained classroom and a wide variety of activities to choose from.

Scheduling:

Daily classes.

Cautions:

1. Have a balance of men and women teachers.
2. Include everyone in department in your planning.
3. In grading --- grade the boys against the boys and the girls against the girls.
4. Have a wide variety of activities.

Additional Comments:

Conditioning is a part of all units.

Use of mixed doubles in individual sports and equal boy-girl teams for team sports is utilized.

District: Longview School District
Building: R.A. Long High School
Address: 2903 Nichols Boulevard
Longview, Washington 98632
Phone: 206 577-2730
Contact: Bill Marshall

Visitation Information: Welcome anytime.

"Key" Concepts:

1. Positive sell by staff.
2. Work on class attitude toward opposite sex.
3. Different skill curve on skills tests.
4. Written tests.

Class Structure:

9th grade required.
Weight training and intermediate physical education needed to fulfill graduation requirement.
Advanced --- ½ of curriculum is off campus such as: skating, bowling.

District: Yelm School District
Building: Yelm High School
Address: P.O. Box 476
Yelm Washington 98597
Phone: 206 458-7777
Contact: Gaylord Strand or Louise King

Visitation Information: Anytime from 7:45 to 2:30 daily.

"Key" Concepts:

1. Willingness on the part of the faculty to work together toward common goals.
2. Variety of activities.

Class Structure:

Physical education is required for freshman and sophomores. Physical education is an elective for juniors and seniors with the following offered: advanced physical education, gymnastics and weight training (all co-ed).

Scheduling:

The school year is divided into trimesters. Students register with the department chairperson in an arena fashion for each of the trimesters.

Computer cards are used for class lists and grades.

Cautions:

1. Work together in setting common goals and objectives.
2. Evaluate faculty on strengths in subject matter and use accordingly.

Innovative Programs and Activities

The following activities have been recommended by professionals throughout the state as being ideal for adoption into a co-ed physical education program.

This is not to be considered an exhaustive or comprehensive list of programs and activities rather an attempt to stimulate your own creative minds.

BASIC STUFF SERIES
Available from:
AAHPERD Publications
P. O. Box 870, Lanham, MD 20801

The knowledge explosion has hit physical education. Researchers are discovering intricate new links between exercise and human physiological states. Most learning scholars are investigating the neurological aspects of motor control. Biomechanics researchers are using computer simulation and other sophisticated techniques to describe and analyze human movement. The social-cultural and psychological aspects of movement participation are being studied with new intensity. The result is a rapidly growing, highly specialized body of knowledge.

The physical education teacher is faced with the overwhelming, perhaps impossible, task of sifting and sorting through this knowledge to select what is applicable to physical education instruction. Teachers realize that absorbing the quantity of published material would require a dawn to dusk reading schedule. Further, increasingly sophisticated research methodology has made much information understandable only to other scholars in the same specialization. Finally, because little effort has been made to apply physical education disciplinary knowledge to the professional task of educating others, the growing body of physical education knowledge seems to have had little impact on physical education programs.

The Basic Stuff series is the culmination of an effort by the National Association for Sport and Physical Education to deal with this problem. The intent of the series has been to identify basic knowledge relevant to physical education programs and to present that knowledge in a useful, readable format. The series does not deal with physical education curriculum design. Program diversity and local control of curricular decisions are considered desirable, because the information can be incorporated into any one of several curricular models. The "basic stuff" concepts are viewed as a common core of information applicable to any physical education curriculum.

What is the "basic stuff?" It is knowledge and information which elementary and secondary school students can and should learn. Typically, physical education programs have taught specific information about the rules, skills, and strategies of the sport being taught. The Basic Stuff project is an effort to include more general concepts such as the effects of exercise, how to learn a new skill, and psychological factors influencing performance. Why is this important? As our students grow to adulthood, they will need to be educated consumers of sport and fitness programs. As parents, they will need to be well informed about physical activity programs for their children. More immediately, deeper understanding can make physical education experiences more meaningful and valuable.

Does this mean that physical education classes will have to become lecture classes? Definitely not! The goal is not to replace activity but to include concept teaching in the activity programs. The Basic Stuff series attempts to summarize for teachers appropriate concepts, and ways to teach them to elementary and secondary students.

The knowledge selected for inclusion in the series was determined by its relevance to students in physical education programs. Several common student motives or purposes for participation were identified: health (feeling good), appearance (looking good), achievement (doing better), social (getting along), aesthetic (turning on), and coping with the environment (surviving). Concepts which were selected seem to provide information useful to students in accomplishing these purposes.

The Basic Stuff project includes two series. Series I, designed for use by preservice and inservice teachers, includes six pamphlets, on exercise physiology, kinesiology, motor development, motor learning, social/psychological aspects of movement, and movement in the humanities (art, history, philosophy). This first series summarizes basic information germane to student purposes. Series II, also designed for teachers, focuses on early childhood, childhood, and adolescence. Each volume contains examples of instructional activities to help teach appropriate physical education concepts to a particular age group.

The development of the Basic Stuff series has been a cooperative effort of teams of scholars and public school teachers. Scholars provided the expertise in the content areas and in the development of instructional materials. Public school teachers identified areas relevant to students, field tested instructional activities, and helped scholars to write for a general audience.

The booklets are designed to be fun readable, and not "stuffy" (pun intended). Series I is structured as a dialogue between students and a teacher in which the students ask questions and the teacher provides information. Series II also emphasizes infusing knowledge into the day to day world of physical education instructional programs. The editors hope that Basic Stuff series can help make this scenaric a reality.

Preparation of the series is only the first step. If this National Association for Sport and Physical Education project is to have an impact on local programs, a strong and sustained effort must be made to get the information to public school teachers. During the coming year, NASPE will initiate this effort with a national "Basic Stuff Leadership Training Workshop" at the AAHPERD National Convention in Boston on April 13, 1981. Persons selected by each state association will attend and will later conduct a comparable workshop in their home states. Additional convention sessions open to everyone will focus upon the implementation of the Basic Stuff project. The series booklets will be available at the convention and by mail from AAHPERD book sales.

If you are interested in assisting with the workshop in your state, contact your state association president. If you are a college professor, ask your library to order a set of booklets and consider having your students purchase them as part of their professional library. If you are a public school teacher, try implementing the Basic Stuff and becoming a demonstration school in your area.

Rarely does a professional organization undertake a project which has such great potential to affect public school programs. Realizing that potential will require the participation of us all.

Program and/or Activity: *AEROBIC DANCE IN A COED PROGRAM*

Psychomotor Objectives:

1. *Develop a more efficient cardiovascular system.*
2. *Tone muscles.*
3. *Develop better health and relaxation ability.*
4. *Enhance flexibility, coordination, agility and balance.*
5. *Gain an increase in daily energy with a decrease in chronic fatigue.*

Knowledge Objectives:

1. *Understand why and how aerobic dance improves body organs and functions.*
2. *Know what exercises tone and strengthen various parts of the body.*
3. *Gain the ability to compose one's own aerobic dance program.*
4. *Gain satisfaction in learning to move body in rhythmic way.*

Typical Class Format:

Resting pulse rate testing.
Class warm-up stretch to music.
Aerobic dances.
Active pulse rate testing.
Aerobic dances.
Class cool-down to music.
Recovery pulse rate testing.

Advantages of a Coed Program:

1. *Partners are not needed, but can be used.*
2. *Copyrighted dances are usually suited for both boys and girls.*
3. *Aerobic dance is not highly structured. You can adapt dances and class format quite easily.*
4. *Excellent supplement to all athletic conditioning programs.*
5. *High skill level in dance is not necessary. Requires only basic skills in locomotor movements.*
6. *Any teacher can choreograph his/her own dances to suit group size, age level and music preference.*
7. *Provides extremely relaxed social atmosphere.*
8. *Program allows for little or no failure as movement is the prime objective, not high skill level.*

Suggested Age Level:

Junior and Senior High School
Modified program could be used in elementary levels.

Resource people in the state of Washington:

Teresa A. Snyder	- Aerobic Dance Choreographer and Instructor Eastern Washington University, Cheney, WA.
Maxine Davis	- Aerobic Dance Instructor, P.E. Department, Phone: (509) 359-2872, Eastern Washington University, Cheney, WA. 99004
Karen Ferguson	- Washington Supervisor of California Aerobic Dance Inc., Star Route, Kettle Falls WA.
Sharon Kramer	- Rhythmic Aerobics Inc., Instructor Spokane Club, Spokane, WA.
Jackie Sorenson	- Self-instruction records and booklets. Available through most educational materials ordering outlets.

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Mollie S. Mott Phone #: (509) 326-3797

Address: W. 1314 Alice, Spokane, Washington 99205

Program's Official Name: Aerobic Water Exercise

Goals and Objectives of the Program:

To increase one's cardiovascular health along with their flexibility and overall fitness level.

Why is the program appropriate for co-ed physical education?

It can make people learn that exercise beside of lap swimming can be done in the water and be very beneficial, it can be done by all levels of swimmers and ages and at the same time is fun.

At which level is the program most appropriate?

12 years to adult.

Specific benefits of the program:

1. cardiovascular endurance
2. flexibility
3. coordination
4. toning of all muscle groups
5. teaches one to monitor his fitness level

Equipment needed:

Optional: kick boards, balls, poles (3 ft. dowels) and
purex bottles

Specific rules of the program:

Very unstructured, altered to the needs of the group involved, should be versatile and changeable each session held.

1. warm-up
2. exercise
3. aerobic routine
4. cool down

Teaching aids available: (films, books, etc.)

1. *water exercises, aerobic and stretching by Mollie Mott*

Resource individual in the northwest: ?

Additional information applicable:

92

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Al McCaffrey Phone #: (206) 828-3356

Address: 13505 N.E. 75th Street, Redmond, WA. 98502

Program's Official Name: Bicycling

Goals and Objectives of the Program:

Give the participating students an appreciation of bicycling including: riding techniques, maintenance and safety.

Why is the program appropriate for co-ed physical education?

Allows any student regardless of his/her physical capabilities to perform.

At which level is the program most appropriate?

At least grade nine or higher.

Specific benefits of the program:

Provides an introduction to traffic safety and makes students more aware of responsibilities for their own safety and safety of others. Make student aware of the need for rider initiated maintenance of equipment. Make students aware of the exercise benefits to consistent bicycle training.

Equipment needed:

Bicycle

Specific rules of the program:

Students must own or have ready access to a bicycle on a daily basis.
Students will not ride in class unless their bicycle has been checked through an in-class safety check.
Students will obey the rules of the road and observe bicycle courtsey while riding.
Students will maintain proper interval spacing when they ride in a group of three or more.

Teaching aids available: (films, books, etc.)

Bicycle safety film from Safeco Insurance (contact Dusty Shatluik at RHJHS). "Bicycle Magazine" provides a clinic in each issue. R.E.I. coop. provides free bicycle maintenance clinics periodically. Marymore Park in Redmond has a veledrome.

Resource individual in the northwest: Redmond Parks - Tom Trueblood for Marymore Veledrome

Additional information applicable:

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Bob Melson Phone #: (206) 828-3489

Address: 21503 S.E. 23rd, Issaquah, Washington 98027

Program's Official Name: Boffer and Encounter Bat Activities

Goals and Objectives of the Program:

1. Each student is able to participate in an aggressive combative type activity without fear of injuries.
2. Each student develops skills of balance, coordination and endurance.

Why is the program appropriate for co-ed physical education?

This program allows boys and girls to participate in a combative activity together without fear of domination from either sex.

At which level is the program most appropriate?

4 - 12

Specific benefits of the program:

1. Allows for co-ed combative activities.
2. Develops balance, coordination and endurance.
3. Allows for release of aggression in appropriate form.

Equipment needed:

Boffer Swords
Encounter Bat

Specific rules of the program:

Described in Lake Washington Elementary Physical Education Units of Instruction. Please contact Bob Melson for free copy.

Teaching aids available: (films, books, etc.)

New Games Foundation
P. O. Box 7901
San Francisco, CA. 94120

Resource individual in the northwest:

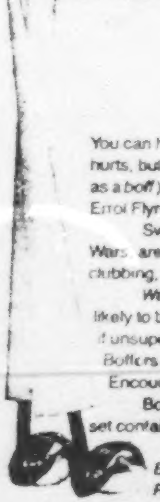
Bob Melson, Elementary Physical Education Specialist,
Lake Washington Schools

You can hit each other endlessly with Boffers and it never hurts, but it *does* make a very loud, cracking sound (known as a *boff*). It's a safe way to vent your hostility, with shades of Errol Flynn.

Sword-play games, from Three Musketeers to Star Wars, are what Boffers are all about. They are not for clubbing, but for dueling and also swatting (as in Swat Tag).

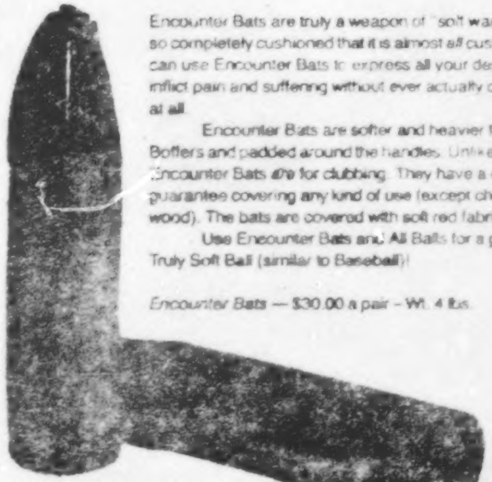
Warning: If Boffers are used like clubs, the tips are likely to break off. Kids really love Boffers, but frankly, if unsupervised, kids quickly demolish them. With care, Boffers will last for many a duel. For clubbing games, see Encounter Bats.

Boffers are white styrofoam swords. They come in a set containing two swords and two eye-and-ear guards.



Boffer Sets — $14.00 – Wt. 1½ lbs.
Replacement Eye Guards — $1.00 ea. – Wt. 1 oz.

ENCOUNTER BATS

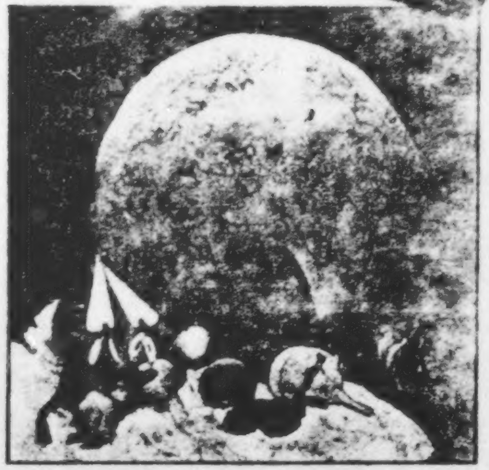


Encounter Bats are truly a weapon of "soft war," a club so completely cushioned that it is almost *all* cushion. You can use Encounter Bats to express all your desires to inflict pain and suffering without ever actually doing so at all.

Encounter Bats are softer and heavier than Boffers and padded around the handles. Unlike Boffers, Encounter Bats *are* for clubbing. They have a one-year guarantee covering any kind of use (except chopping wood). The bats are covered with soft red fabric.

Use Encounter Bats and All Balls for a game of Truly Soft Ball (similar to Baseball)!

Encounter Bats — $30.00 a pair – Wt. 4 lbs.



First of all, we want to say, once again, that you really don't need any equipment at all. It's with this understanding that we offer you everything you don't need, but would like to have, for a New Games Festival for 50–1,000 people.

Equipment Bag Sets include: one Earthball, one 24-foot playchute (like a parachute), a set of six Hoopie Ropes; eight All Balls (four large, four small), two Smashball sets, two pairs of Boffers, three Loco Balls, a dozen Frisbees, and two duffle bags to carry it all.

These sets are based on the sets used by trainers at New Games Trainings, and provide non-specific equipment for hundreds of different games. You could order each piece separately, or you can save yourself the work and some money, and order it all at once.

Festival Equipment Bag Set – $490.00 – Wt. 70 lb.

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person Joe T. Anderson *Phone #* (509) 884-3938

Address 312 S. Jarvis East Wenatchee, WA 98801

Programs Official Name: Circus Arts in Education

Goals and Objectives of the program:

1. The student will learn that he can do what he might, at first, think impossible.
2. The student will learn the basic technique for juggling, unicycling, teeter boarding and eating fire.
3. The students will learn to cooperate and work together.

Why is the program appropriate for co-ed physical education?

1. This program can be used for either sex.
   a. Sex is not a determining factor accomplishing the tasks.
2. Body size and strength is not a factor in the acquisition of the tasks.
3. This program does not need a special facility.
4. The equipment in this program is not expensive.

At which level is the program most appropriate?

This program works best with students at all levels. The younger the student, the more individualization is required.

Specific benefits of the program:

1. The students learn to cooperate and work together.
2. The students will learn a lifetime activity.
3. The student will learn a technical skill that is sellable.
4. The students self-esteem will improve as skills are acquired.
5. The students coordination will improve (eye-hand).
6. The student will have the opportunity to demonstrate his skills.

Equipment needed:

Juggling Balls, Rings, Pins-Tennis balls will work fine, Teeterboard, Tumbling Mats, Crash Pad, Safety Spotting Belt, Unicycles (20 inch wheels).

Specific rules of the program:

1. The group must be under control and respectful to the teacher.
2. The individual must be respectful of each other and the equipment.
3. The class will be given freedom to create and practice.
4. The students need to know how to act if the teacher is busy elsewhere.

Teaching aids available: (films, books, etc.)

Juggle Bug Inc. - The Joy of Juggling
PO Box 15519
Seattle, WA 98115 The Juggling Institute - provides films & Lesson Plans.
c/o The Juggle Bug

Resource individual in the northwest:

1. Jugglers in Juggle Bug
2. Professionals
    a. circus
    b. plays
    c. free shows

Additional information applicable:

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: ________________________________ Phone #: ______________

Address: ____

Program's Official Name: Cross Country Skiing

Goals and Objectives of the program:

1. To provide the participants with an understanding of the fundamental motor skills involved in X-C skiing.
2. To provide the participants with a basic knowledge of necessary clothing and equipment to safely enjoy X-C skiing.
3. To expose the participants to a brief understanding of the origins and development of X-C skiing.

Why is the program appropriate for co-ed physical education?

Cross country skiing is an activity that allows both men and women to participate on equal levels while developing skills and attitudes that will carry through later life.

At which level is the program most appropriate?

This activity can be started at any age level. Many countries begin before school age.

Specific benefits of the program:

Benefits: Self-confidence, flexibility, rhythm, Cardio-vascular fitness, coordination, timing and a life time sport.

Equipment needed:

1. boots
2. skis
3. pools
4. snow

Specific rules of the program:

none

Teaching aids available: (films, books, etc.)

Text: *Steve Rieschles Ski-Touring for the Fun of It*
by Cortlandt Freeman
Sports Illustrated Book
Quittle, Brown and Company, Boston 1974

Resource individual in the northwest:

Pacific Northwest U.S. Ski Association
P. O. Box 6228
Seattle, Washington 98188

Additional information applicable:

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Tom Louks Phone #: (501) 636-1200

Address: P. O. Box 220, Rogers, Arkansas 72756

Program's Official Name: Daisy Shooting Education

Goals and Objectives of the Program:

1. Lifetime sport
2. Teach gun safety
3. Proper gun handling
4. Marksmanship

Why is the program appropriate for co-ed physical education?

Proper shooting skills are important rather than physical strength and approximately one-third of shooters in competition are girls.

At which level is the program most appropriate?

8 - 15 years

Specific benefits of the program:

1. Life time activity
2. Individual and group learning experience
3. Competition
4. Self-discipline and concentration
5. Enjoyable

Equipment needed:

Daisy Shooting Education Kit (catalog enclosed)

Specific rules of the program:

Ten lesson curriculum guide

Teaching aids available: (films, books, etc.)
(see page 10 and 11 of catalog)

Resource individual in the northwest:

Ralph Saunders
2311 Woody Drive
Billings, Montana 59102

Additional information applicable:

A Practical Handbook for Co-Ed Physical Education
Program Identification Questionnaire

Contact Person: Jack Ernst

Phone #: (206) 838-3301 (office)
(206) 885-6071 (home)

Address: 7424 140 Pl. N.E.

Program's Official Name: Dynamic Fitness

Goals and Objectives of the Program:

To increase knowledge, understanding and enjoyment of physical fitness training activities.

Why is the program appropriate for co-ed physical education?

Because it approaches each individual at their own level and helps them progress.

At which level is the program most appropriate?

Can be adapted to any level.

Specific benefits of the program:

1. Teaches principles of conditioning
2. Increases fitness
3. Is dynamic in its presentation and application.

Equipment needed:

various pieces

Specific rules of the program:

Teaching aids available: (films, books, etc.)

Handouts, resource materials, books, etc.

Resource individual in the northwest:

Jim Zatloukal, Redmond High School, Dynamics Fitness Inc.

Jack Ernst, Kamiakin

Additional information applicable:

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: E. E. Holkesvick *Phone #: (714) 772-3912*

Address: 1628 S. Clementine, Anaheim, CA 92802

Program's Official Name: Exer-Genie Exerciser Circuit Training Program

Goals and Objectives of the Program:

Development of strength, muscle endurance and flexibility. In being able to work diagonally as well as vertically and horizontally, the Exer-Genie exerciser is used to provide resistance as athletes work through the exact plane of motion, ranges of motion and at precise joint angles used in sports participation (see enclosed file folder).

Why is the program appropriate for co-ed physical education:

By working in pairs with one controlling resistance with the trail line as the other is "working out" students who vary greatly in heighth, size and strengths can both work at maximum without inconvenience of time consuming changing of weights.

At which level is the program most appropriate?

As resistances of ounces to hundreds of pounds may be set on the machines, they are quite suitable to all levels. Chest, thigh and straight leg exercises are not recommended for children under 12.

Specific benefits of the program:

Overall development of strength, muscle endurance and flexibility concurrent with specific sports skills.

Equipment needed: Exer-Genie exercisers

Specific rules of the program:

As the number of exercisers may be determined by class size, you have much flexibility of establishing a program for any group who may participate.

Teaching aids available: (films, books, etc.)

An instruction manual which accompanies each exerciser together with a file folder illustrating various circuits is enclosed. We also have available a 23-minute 16mm. color sound illustrating our circuit training for men and women as well as specific adaptation to sports.

Resource individual in the northwest:

none

Additional information applicable:

Note: If you wish to borrow a unit or two to work with, we would be happy to loan one to you for awhile.

A Practical Handbook For Co-ed Physical Education
Program Identification Questionnaire

Contact Person Robert K. Bodnar Phone # (509) 545-8417

Address 1190 Reinken Boulevard Pasco, Washington 99301

Program's Official Name: FLAG RUGBY

Goals and Objectives of the Program: To provide young men and women educational opportunities which offer optimum experiences in growth and development through a unique and invigorating activity. Co-educational Flag Rugby offers opportunities for growth in the areas of cardio-vascular endurance, muscular endurance, strength, balance, agility, sportsmanship, speed, and self-dicipline.

Why Is The Program Appropriate For Co-ed Physical Education? The program offers opportunities for both boys and girls, and there is a place for everyone, large and small. The game is relatively unheard-of, and therefore boys don't have an advantage over the girls in terms of skill related to this specific game. Sportsmanship is inherent in the game, even though it is a very challenging activity. Sportsmanship must be made a paramount objective by the instructor. This game, played according to the rules, is almost injury free. Thirty students can play at one time, thereby offering a maximum opportunity for participation.

At Which Level Is The Program Most Appropriate? We have administered this program in grades 7 through 9, but it is felt that grades 8 and up would be most appropriate.

Specific Benefits of the Program: The benefits of Flag Rugby are many. Cardiovascular and muscular endurance, speed, agility, eye/hand coordination, basic locomotor skills, throwing, kicking, sportsmanship, and self-discipline. This is all done through a relatively new and unique activity. The game itself genders excitement and is truly a motivational uplift for almost all persons.

Equipment Needed: Co-educational Flag Rugby is a very inexpensive game to play. Very little equipment is necessary. Flags and belts are needed for each individual, a rugby ball, and four cones and markers of some type. The regulation football field may be used.

Specific Rules of the Program: Rugby is a game which is said to have been developed from soccer and is somewhat similar to American Football. The continuity, spirit, and general characteristics are very different from either soccer or football.

Flag Rugby is a game which is similar to Rugby but has a significant number of modifications. The game is very exciting and beneficial to young men and women. It has proven to be a very challenging contest for Co-educational physical educa-

Specific Rules of the Program (Continued):

tion. It has been used at McLoughlin Junior High School for four years and has probably served two thousand students without one serious injury.

Flag Rugby can be played on a regular football field. There are two halves consisting of 18 minutes each and a 4 minute rest at half-time. Fifteen (15) persons may participate on each side. The ball is put into play from the center hash on the 50 yard line. The ball may be passed laterally or backwards (no forward passes are allowed).

If the ball is passed or knocked forward with the hand or arm, a penalty is assessed. Play is stopped and set scrum will take place. The ball may be kicked forward on the ground as in soccer or punted forward as in football. All persons on the team advancing the ball must be behind the ball - anyone in front of the ball is offsides and may not play the ball until they are again onsides.

The object is to score a Try (similar to a touchdown in football); however, the ball must be carried across the goal line and touched down. When a Try is scored, the team scoring has an opportunity to place kick for 2 extra points. The Try is worth 4 points, making a total of 6 points for both events. On the conversion, the ball must be kicked from a spot directly opposite from the point in which the Try was scored and must travel through the uprights as in football. Instead of being carried across the goal line, the ball may be drop kicked through the uprights - this is worth three points and no conversion may be attempted.

No blocking, obstruction or any type of screening may be used while advancing the ball. This is to be penalized by a penalty kick. (If this kick goes through the uprights, it counts three points.) If the referee sees a penalty which if called would benefit the team committing the violation, he will not call it - he will allow the game to continue. This is called the Advantage Rule. The referee will not change any decision. There is to be no discussion with the official except by team captains. Any arguing will result in dismissal from the game and the team will play short.

Play stops only for the following reasons: A penalty, the ball is kicked or knocked out of bounds, or an injury occurs.

A Scrum Down is used to restart play after minor violations. The Scrum is similar to the line of scrimmage in football. There must be three persons in the front row of the Scrum. There are eight persons total in each Scrum. Each Scrum pushes against the other while the ball is thrown into the tunnel between them. The idea is to push over the ball and get it directly back to the eighth man or scrum half who is allowed to pick up the ball with their hands and restart play.

If the ball is kicked or knocked out-of-bounds, a line-out takes place. The scrum from each team faces off opposite the mark where the ball goes out-of-bounds. They again have a tunnel between them. The team who did not put the ball out-of-bounds gets to throw it in. It must be thrown straight down the

Specific Rules of the Program (Continued):

tunnel. The persons in the scrum jump to gain possession of the ball or knock it backwards to their team-mates and play resumes again.

Modification:

A. A belt with two flags is used (absolutely no tackling takes place).

B. While advancing the ball forward and a players flag is pulled, he may dribble the ball or touch it to the ground and continue play. (The ball must touch the ground or player cannot continue.)

C. If both flags are pulled, a player must release the ball completely and may not play again until a flag is replaced. When the ball is released, it may be picked up and advanced by anyone from either team.

D. There is to be absolutely no tackling or tackling type activity. (This is to be penalized by a Major Penalty.) If flagrant contact is made, a player may be suspended from the game.

E. The scrum may be set without encircling arms and legs. Shoulder to shoulder or shoulder to hip is adequate.

F. Grasping clothing is not permitted - holding the belt is also illegal. These are to be penalized with a set scrum.

G. The field is a regulation football field as opposed to a pitch, which may be as long as 120 yards and as wide as 75 yards.

H. Unlimited substitution is normally granted as long as there are only 15 players on the field at a time.

I. Teams are to be comprised of equal numbers of boys and girls in so much as this is possible.

J. The object of the game is to provide activity with a minimum of interruption. Sportsmanship is one of the keys to successful play. Being that a referee will absolutely not change a call, there is no reason for arguing to take place. Arguing will result in immediate dismissal from the game and that particular player will not again re-enter that game. The offending team must then play minus 1 person.

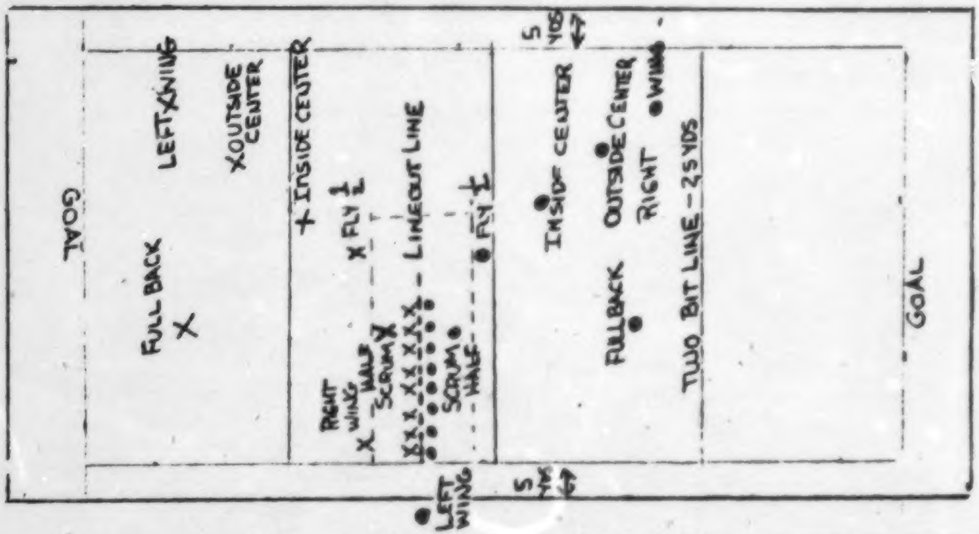
Teaching Aids Available: A film and other materials will be available soon from the program contact person.

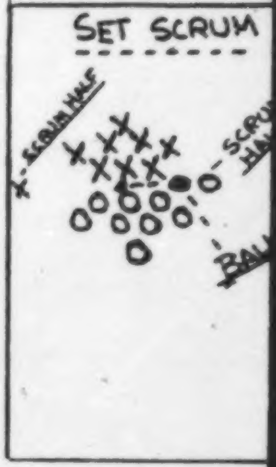
Resource Individual in the Northwest:
Robert K. Bodnar, Physical Education Instructor
Pasco School District No. 1
McLoughlin Junior High School
517 North Third Avenue
Pasco, Washington 99301

Teaching aids available: (films, books, etc.)

Resource individual in the northwest:

Additional information applicable: POSITIONS AND FIELD ALIGNMENT


GOAL
FULL BACK
LEFT WING
OUTSIDE CENTER
INSIDE CENTER
FLY ½
LINEOUT LINE
RIGHT WING
SCRUM HALF
SCRUM HALF
FLY ½
5 YDS
INSIDE CENTER
OUTSIDE CENTER
RIGHT WING
FULLBACK
TWO BIT LINE - 25 YDS
GOAL
LEFT WING
5 YDS


SET SCRUM
X - SCRUM HALF
O - SCRU HA
BAL

Program and/or Activity: *Globalball*

Goals and Objectives:

To send the Global Ball through any one of the three craters built into the space net.

Application to co-ed:

Easy to learn
Uses some skills from other activities and is therefore enjoyable from the first time you play it.
It is a unique team sport

Appropriate age level:

All ages of men and women and children.

Specific benefits of the program:

The sport is demanding and challenging enough to make you want to continue developing skills, strategies and play regularly.

The key elements are passing, quickness, mobility, control, accuracy, and strategy. Combine these with teamwork and you have a fast scoring, continuous action game played on a relatively small court.

This sport will provide a new challenge and a lifetime of beneficial and enjoyable activity.

Equipment needed:

Space net
Global Ball

Specific Rules of the program:

brochure available

Teaching aids available:

Official rules
Instruction manual
Resource manual

Resource Individual:

Global Games Unlimited Inc.
4825 Penn Avenue South
Minneapolis, Minnesota 55409
612 920-2966 or 612 425-5687

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Rose Honeyman Phone #: (503) 222-4383

Address: Pastime Enterprises/Nat'l Hacky Sack$_{tm}$ Footbag Association,
P. O. Box 40084, Portland, OR 97240

Program's Official Name: The Hacky Sack$_{tm}$ Footbag Game

Goals and Objectives of the Program:

To teach the use of this unique exercise game, thereby developing superior eye-foot coordination, quickness, balance, flexibility and, most of all, concentration. May be played for personal enjoyment, as a fun pastime or as a sport.

Why is the program appropriate for co-ed physical education?

The Hacky Sack$_{tm}$ Footbag Game is extremely suited for co-ed programs since size and strength are not prerequisites to ability, initiative is.

At which level is the program most appropriate?

Due to basic motor skill development, Hacky Sack$_{tm}$ Footbag is best suited to grades 4 and higher.

Specific benefits of the program:

1. Superior developmental and conditioning exercise
2. May be played indoors or out.
3. May be played individually or in groups.
4. Sport version option to advanced players.
5. Low cost investment.
6. It's a FUN exercise

Equipment needed:

A Hacky Sack$_{tm}$ Footbag

Specific rules of the program:

Basic rules:

1. To keep the Hacky Sack$_{tm}$ Footbag in the air using only the feet or knees.
2. To avoid use of the upper body.
3. Advanced play is called Hacky Sack$_{tm}$ Net played and high scored similar to volleyball over a five foot net.

Teaching aids available: (films, books, etc.)

1. Instruction manual from National Hacky Sack$_{tm}$ Association.
2. Point of Purchase training film.
3. Qualified demonstration and instruction

Resource individual in the northwest:

Contacted through our offices and assigned as needed.

Additional information applicable:

1. Tour teams available for assembly and instruction purposes.
2. (A) Endorsed by Oregon Superintendent of Public Instruction, Verne Duncan.
3. Endorsed by various athletes and teams including United States Ski Team, National Hockey League (see enclosures).

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Bob Tschilar *Phone #: (206) 333-4289*

Address: 5400 298th N.E., Carnation, WA 98014

Program's Official Name: Hand Soccer

Goals and Objectives of the Program:

> *To provide experience in a team activity to develop and improve hand-eye coordination, hand throwing strength and accuracy, and to provide a teamwork experience in working with others to achieve a common goal. Also improves direction running skills.*

Why is the program appropriate for co-ed physical education?

> *Both girls and boys can participate effectively in this activity and can share in ball control since the number of ball touches are limited (2) provided more equal opportunity.*

At which level is the program most appropriate?

> *The 7th grade level has worked well with hand soccer, but all levels are compatible.*

Specific benefits of the program:

1. *Running conditioning*
2. *Directional running skill (for-back, side-side)*
3. *Hand-eye coordination*
4. *Good team work opportunity*
5. *Both right and left hand skills in throwing and hitting motion*
6. *Overall body movements and conditioning*
7. *Skills improve with playing experience.*

Equipment needed:

1. *Volleyball and preferably a basketball lined court*
2. *Metal framed hockey nets (floor)*

Specific rules of the program:

Teaching aids available: (films, books, etc.)

hand soccer rule sheet

Resource individual in the northwest:

Bob Tschilar

Additional information applicable:

Contact Person: John H. Norton Phone #: (203) 255-5907

Address: 54 Miller, Fairfield, Conn. 06430

Program's Official Name: International HOCKER Federation (IHF)^{tm}

Goals and Objectives of the Program:

Promote the major league team sport of HOCKER®

Why is the program appropriate for co-ed physical education?

Both sexes can play together because it is basically a non-contact sport, although there is some incidental body contact.

At which level is the program most appropriate?

It is appropriate at all age levels.

Specific benefits of the program:

Everyone can play HOCKER creditably the first time. It's a natural sport that can be played for a lifetime. It's low cost, safe and exciting. Provides fun while getting vigorous exercise. All ages can play this versatile, frustration-free sport. Acclaimed by virtually all national youth groups, school systems coast-to-coast, exercise physiologists, professional athletes and the Armed Services.

Equipment needed:

HOCKER ball and rule book.

Specific rules of the program:

One basic prohibition: No person can hold the ball "....not even for a fraction of a second." The ball is large, soft and resilient - and non-threatening.

Teaching aids available: (films, books, etc.)

Rule books, drill books, videotapes, kits.

Resource individual in the northwest:

Additional information applicable:

118

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Maxine Davis   Phone #: (509) 359-2872

Address: Physical Education Department, Eastern Washington University,
Cheney, Washington 99004

Program's Official Name: Jazz

Goals and Objectives of the Program:

1. To teach the basic jazz steps
2. To teach jazz combinations
3. To teach jazz warm-ups
4. To teach jazz rountines
5. To teach an appreciation for movement
6. To encourage creativity

Why is the program appropriate for co-ed physical education?

The program allows students to combine basic dance skills with popular disco music and teaches rhythm, style, coordination, timing and body awareness which carries over to all physical activity, both for men and women.

At which level is the program most appropriate?

Junior or Senior High School students

Specific benefits of the program:

develops endurance
develops flexibility
develops timing
develops rhythm
develops grace
develops poise
develops coordination
develops body awareness
develops balance
develops strength

Equipment needed:

Record player and records or a tape recorder and tapes

Specific rules of the program:

The teaching time should be divided between warm-ups, across the floor combinations and dance routines.

Teaching aids available: (films, books, etc.)

Cayou, Dolores Kirton, Modern Jazz Dance
Palo Alto, California
National Press Books, 1971

Resource individual in the northwest:

Maxine Davis, Physical Education Department, E.W.U., Cheney, WA 99004
Karen Hanson, Spokane Elite Gym and Dance, etc., E. 11616 Montgomery Drive, Spokane, Washington
Marlene Schell, School of Dance, 905 D.N.E. 68th Street, Vancouver, Washington 98665

Additional information applicable:

Jazz dancing is a combination of ballet, social dance and disco all combined with creative movement, so its appeal is universal.

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Dave Finnigan *Phone #: (206) 542-2030*

Address: 23004 107th Place W., Edmonds, WA 98020

Program's Official Name: The Juggling Institute

Goals and Objectives of the Program:

To teach educators and students the fundamentals of juggling, balance and object manipulation. To develop teaching materials and techniques that are of high quality and lead to success in the teaching of these skills. To develop similar programs in additional areas such as mime and unicycle.

Why is the program appropriate for co-ed physical education?

Girls and boys are equally adept at these skills. The skills are non-aggressive, and each student works at her/his own speed. The students each have an individual set of equipment to work with, so there can be 100 people using 300 items of equipment, with very little opportunity for behavior or discipline problems. Because these skills are traditionally linked with entertainment, students can immediately get positive reinforcement from family and friends for their accomplishments.

At which level is the program most appropriate?

We teach juggling from third grade up. In the elementary grades we start with nylon scarves and move on to beanbags as skills improve.

Specific benefits of the program:

Students learn a paradigm for step-wise motor skill acquisition that can be applied to many other games and sports. The success that one feels upon learning to juggle is immediate and can be continually reinforced as the skill increases, since there is a natural tendency to perform these skills. The space requirements are minor. Any lighted space will do, and each student needs only a few square feet, so juggling is a great activity for inclement weather. Juggling builds self-confidence, and group juggling can build teamwork and stage presence. Shy and individualistic students can really shine on juggling days, and may even do better than the natural athletes who may see juggling as just one of many skills at which they can excel. Once the equipment is available and the basic skill is learned, students can move at their own speed, through an infinite variety of objects (balls, rings, clubs, cigar boxes, diablos, devil sticks, etc.) using any number of different moves learned from publications or other jugglers.

Equipment needed:

For about $200 the average school can equip itself to permit the teaching of juggling to a class of 35 students, with each student having his or her own set of equipment (scarves, beanbags, rings, clubs) to work with.

Specific rules of the program:

The Juggling Institute can get a school started with a three-day program (junior high and high school level) or a one-day program (elementary level). We make our programs as well, and would like to do as much inservice work as possible to develop these skills in school districts throughout the country.

Teaching aids available: (films, books, etc.)

The Juggling Lesson, a 16mm color and sound film is available for rental or purchase. We feel that this film is essential where our teams will not be used to teach directly. The best book for beginning juggling is The Joy of Juggling by Juggle Bug. A good book for more advanced juggling is The Juggling Book, by Carlo.

Resource individual in the northwest:

Dave Finnigan, Director, The Juggling Institute, is the foremost authority on juggling instruction in public school physical education classes in the country.

Additional information applicable:

Letters of recommendation regarding our program from elementary, middle, junior high and high school levels are available so that you may see what educators think of our current work. Dave Finnigan will be personally conducting all future programs in schools in Washington State until further notice.

Arrangements are being made to involve jugglers in the United Cerebral Palsy telethons in the future, and this can be a way for physical educators to inspire students to get involved and to stay involved.

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Jon Sunderland Phone #: (609) 328-4220, ext.
3518
Address: Physical Education Department, Gonzaga University, Spokane, WA

Program's Official Name: Korfball

Goals and Objectives of the program:

Students will develop skills in passing, catching, shooting, evasive running and co-ed team play.

Why is the program appropriate for co-ed physical education?

Korfball is a Dutch game designed to be played as co-ed with four men and four women on each team.

At which level is the program most appropriate?

Korfball can be played at all levels, elementary to college.

Specific benefits of the program:

- Develops teamwork
- Excellent for cardio-vascular fitness
- Develops hand-eye coordination
- Develops shooting skills appropriate to basketball
- Can be played outside on grass as well as in the gym.

(Although regulation korfball is played with 11-1/2 foot high baskets, this activity can be modified to be played on a regulation basketball court using the existing baskets and backboards.)

Equipment needed:

A soccer or volleyball
Two posts with cylindrical baskets attached so that the top edges are 11-1/2 ft. above the ground.

or: An outside playing area 200x100 feet.
An indoor court 130x65 feet.

Specific rules of the program:

1. Four men and four women on each team, distributed so that two men and two women from each team are placed in each half of the court.
2. A time period consisting of two 30-minute halves and a 10-minute intermission.
3. One point for each basket made.
4. One man may guard one man and one woman may guard one woman, no double-teams, nor guarding on a player of the opposite sex.
5. No dribbling or running with the ball.
6. No screening or body contact with opposing players.
7. The ball is put into play by a pass from center court by the home team to begin the game, by the visitors at half and by the team just scored upon after a goal.
8. Free throws are awarded when contact is made to hinder shooting the ball.

Teaching aids available: (films, books, etc.)

Books and pmaphlets covering rules, available equipment and competitive leagues, plus a training film are available from:

United States Korfball Association
Johnson Gymnasium
University of New Mexico
Albuquerque, New Mexico 87131
Phone: (505) 277-5151

Resource individual in the northwest:

Dr. Jan Broekhoff
122 Eslinger Hall
University of Oregon
Eugene, Oregon 97403

Additional information applicable:

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Jan M. Wood *Phone #: (213) 993-0308*

Address: 8210 Wilbur Avenue, Reseda, California 91335

Program's Official Name: GOLF---National Golf Foundation

Goals and Objectives of the Program:

Workshops, clinics and classes
Teaching teachers to teach golf
Revising coaching methods
Instructing golfers
Lecture and demonstration
Workshops and seminars
Player clinics

Program Content:

1. *Methods for teaching modern golf swing*
2. *Fundamentals: grip, stance, address routine, full swing program*
3. *Error analysis and corrections*
   Audio-visual aids: sight, sound, feel
4. *Short game*
5. *Rules etiquette*

Why is the program appropriate for co-ed physical education?

The game of golf is for both sexes. There are many types of tournaments that co-ed can play together. It is both a social and competitive sport.

At which level is the program most appropriate?

Each level; grammer school, junior high, senior high, college/ university and later life groups are equal in their appropriateness.

Specific benefits of the program:

When boys and girls are combined in classes they each become more gentlemanly and womanly. Golf is a game where honesty prevails. The game can be social as well as competitive. There are many types of tournaments.

Equipment needed:

Some woods, irons, putters, plastic balls and hard regulation balls.

Specific rules of the program:

1. *Safety.*
2. *Proper etiquette of the game.*
3. *Proper movement within the game.*
4. *Understanding rules of the game depending upon age and skill factor.*
5. *Care of the equipment and the golf course.*

Teaching aids available: (films, books, etc.)

Many public publications are available (paperbacks).
National Golf Foundation has teaching kits - books
Motion pictures for purchase or rentals on all aspects of golf, etiquette, courtesy, power, chipping, putting, etc.
Loop films and cassette rulles.

Resource invidivual in the northwest:

NGF can be contacted for northwestern consultants. They are found all over the U.S.A.

Betty Jane Willis
PHD and LPGA
North Seattle College
Seattle, WA

Jack Adler, Ed.D.
University of Oregon
Eugene, Oregon

Additional information applicable:

NGF address: *200 Castlewood Drive*
North Palm Beach, Florida

Program Identification Questionnaire

Contact Person: Bob Melson Phone #: (206) 828-3489

Address: 21503 S.E. 23rd, Issaquah, Washington 98037

Program's Official Name: NERF Ball Activities

Goals and Objectives of the Program:

1. Each student is fully active during NERF ball skill, chills and activity games.

2. Each student increases skill level in the areas of throwing, catching, dodging, balancing and kicking a variety of NERF balls.

Why is the program appropriate for co-ed physical education:

Girls and lessor skilled boys have historically stayed away from activities which used a "hard ball" because it hurt when it hit them. NERF ball chills and games give all students a chance to participate without risking injury.

At which level is the program most appropriate?

K-9

Specific benefits of the program:

1. Skill development in throwing, catching, dodging, balancing and kicking.
2. Cardio-vascular endurance thru participation in tag games.
3. Personal and social development thru participation in a co-educational NERF ball unit of instruction.

Equipment needed:

A variety of NERF balls including: footballs, soccer balls, volleyballs and three 10-inch round playballs.

Specific rules of the program:

See attached program description.

Teaching aids available: (films, books, etc.)

NERF balls are available at any good athletic supply facility.

Resource individual in the northwest:

Craig Bafus, Elementary P.E. Specialist - Issaquah Schools
Bob Melson, Elementary P.E. Specialist - Lake Washington Schools

NERF BALL PROGRAM DESCRIPTION:

A. Football Skills - NERF footballs have the characteristics of a regular football, but are soft and therefore lessor skilled students will learn the basic skills much faster with a NERF ball.

1. throwing and catching skill drills
2. kicking and catching skill drills
3. centering and catching skill drills
4. game situation drills

B. Soccer Skills - Same as above rationale.

1. kicking and receiving skill drills
2. heading skill drills
3. punting skill drills

C. Volleyball Skills - Same rationale as above.

1. setting skill drills
2. spiking and blocking skill drills
3. digging skill drills
4. serving skill drills

D. Low Organized Games - Described in Lake Washington Elementary Physical Education Units of Instruction. Please write Bob Melson for free copy.

Program and/or Activity: Outdoor Recreational Skills

Goals of the Program:

To expose students to different kinds of outdoor recreational activiites.

Objectives of the Program:

Each student will gain applicable knowledge in the areas of bike riding, rock climbing, backpacking, orienteering, mountain safety and first aid, camping clothing and equipment, winter camping, cross country skiing, and downhill skiing.
The student will be proficient enough in these skills to pursue these activities throughout their life time.

Appropriate Age Level:

Juniors and seniors in high school

Application to co-ed:

Activities may be participated in by male or female equally.
These skills have great carry over value.
These skills can be enjoyed by an entire family.

Specific benefits of the program:

1. A great opportunity for developing social skills. Trips and outings bring kids closer together.
2. A unique opportunity to bring out the best and the worse in a kid.
3. High school students have very little previous experience.
4. The fear and pressure of learning totally new skills forces kids to grow mentally, physically and emotionally.
5. Enhances self confidence and uniqueness.

Equipment needed:

Borrow!
Check local sporting goods stores, alpine clubs, etc.

Specific rules:

Check all aspects of liability --- especially for field trips.

Teaching Aids:

Films---Safeco Insurance
1028 Industry Drive
Seattle, Washington 98180
Filmstrips--- "Outdoor Sports and Recreation"
Multimedia Service Center
Box 149
Sherwood, Oregon 97140
Books--- Any Book store

Resource individuals in the northwest:

Pamela Bezone-Loew
8405 Richardson
Pasco, Washington 99301
509 545-1356 or 547-5581

Ckeck with local outdoor clubs and sports stgres

Additional Information:

Most of the information to be presented may be classroom or lab situations.

If the funding is available field trips may be a real asset to the program.

Contact Person: Bob Melson *Phone #: (206) 828-3489*

Address: 21503 S.E. 23rd, Issaquah, Washington 98027

Program's Official Name: Parachute Activities

Goals and Objectives of the Program:

1. *Each student understands parachute terminology for various activities.*
2. *Each student increases their endurance, flexibility, balance and strength through participation in parachute activities.*
3. *Each student increases rhythmic skills through participation in parachute activities.*

Why is the program appropriate for co-ed physical education?

Parachute play does not require a high level of endurance or strength to be successful, all sizes and skill levels can participate together successfully.

At which level is the program most appropriate?

K - 9

Specific benefits of the program:

1. *Increase endurance, flexibility, balance and strength.*
2. *Increase team work skills.*
3. *Increase rhythm skills.*
4. *Can be enjoyable activity for all sizes and skill levels at the same time.*

Equipment needed:

24' parachute preferred.

Specific rules of the program:

Teaching aids available: (films, books, etc.)

"Parachute Play"	*Seeker and Jones*
"Chute the Works"	*Gober*
"Parachute Activities"	*Seeker and Jones*

Resource individual in the northwest:

Bob Melson, Elementary Physical Education Specialist - Lake Washington Schools

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: Michael Calhoon

Phone #: (415) 931-9414

Address: Parcourse, Ltd.
3701 Buchanan Street
San Francisco, CA 94123

Program's Official Name: Parcourse Self-Guided Fitness Systems

Goals and Objectives of the Program:

To educate students about fitness and motivate them to become involved in it. All Parcourse fitness systems are designed to bring imagination and fun to exercise.

Why is the program appropriate for co-ed physical education?

The self-guided aspect of the program gives the facility an educational nature. Participants not only learn what to do, they also discover why a particular activity will benefit them. They gain a basic understanding of the conditioning process.

At which level is the program most appropriate?

At most any level. All activities are presented at three levels - starting - sporting - championship.

Specific benefits of the program:

1) scientifically based conditioning system
2) educates praticipants about the basic concepts of fitness
3) program is recational in nature and fun to participate in
4) doesn't require any supervision.

Equipment needed:

Specific rules of the program:

Teaching aids available: (films, books, etc.)

"Parcourse Guide to Fitness" - book

Resource individual in the northwest:

Rosamund Larsen (S.F. office)

Program and/or Activity: Play Pickleball

Goals and Objectives:

Involve all students in a new racquet sport.
Teach basic strokes and strategy.
Eliminate fears and frustrations some students have about playing racquet games.
Build a new interest in the physical education program.

Application to co-ed:

The game emphasized strategy and tactics rather than power.
The paddles and balls are lightweight.

Appropriate age level:

5 years to senior citizens

Specific benefits of the program:

The game is played on a badminton court using same standards.
Courts can be taped down on any hard surface, indoors or out doors.
People have fun playing the first time they play, handling any beginner frustrations.
It can be a very competitive game.

Equipment needed:

4 paddles
1 net
6-12 balls per court

Specific rules:

Brochure available
Rules can be modified to meet space or number limitations.

Teaching aids:

Rules available

Resource Individual in the northwest:

Dave McCallum
Pickleball Inc.
3131 Western Avenue
Seattle, Washington 98121
206 285-3537

Additional Information:

Pickleball has been played in some schools for the past ten years.

Pickleball has the reputation of being an excellent activity for boys and girls of all ages.

Program and/or Activity: Tchouk-ball

Goals and Objectives:

Total physical involvement

Application to co-ed physical education:

The size of players is unimportant.
Players are not allowed to hinder their opponents in the course of play.

Most appropriate age level:

Children through adults

Specific benefits of the program:

Based upon the fundamental ideal; to realize the educational potential in sport for the greatest number of people. It is adaptable to school activity, as a family activity, as a leisure activity and as a competitive sport.

It is designed as a non-aggressive game, the court and rules may be adapted to fit the situation.

Equipment needed:

Tchouk ball

Rules of the Program:

Handbook available

Teaching aids available:

Handbook

Resource Individuals:

British Tchouk-ball Association
Tchouk-ball Manufactoring Co. Ltd.
Lower Tuffley Lane,
Gloucester G12 6DT

A Practical Handbook for Co-ed Physical Education
Program Identification Questionnaire

Contact Person: R. K. Bodnar, Physical Education Instructor

Address: Pasco Public Schools, Pasco, Washington 99301

Program's Official Name: Wrestling

Philosophy:

This wrestling unit ties in with philosophy being developed by Pasco Physical Educators, at this time. "Physical Education is educating through activities which are selected and carried on with the interest of providing optimum experience in human growth and development, self-awareness, social skills, participation and enjoyment."

General Objectives: The purpose of our program here at McLoughlin are many-fold. By the use of team teaching we hope to use drills, demonstrations and on the mat experience that will lead to some of the following outcomes: building endurance, practice wrestling maneuvers and to some degree, develop strength and power. Flexibility exercises are also included in the program to make the wrestler aware of the importance of improving and maintaining flexibility. Agility drills also take place in the program to aid in the development of co-ordination and balance. Each student will become more aware of the movement potential of his or her own body and how to safely involve one's self in a contact type activity. The main objective is to become more physically fit through the use of wrestling type activities while at the same time having fun and being exposed to something new and different. We are especially interested in the link-up or carry-over type benefit to our Self-Defense unit which follows in the spring.

A note to the reader: The contact portion of this program is strictly male-to-male and female-to-female. In addition, there are both male and female instructors present during instruction.

The range and difficulty of exercises and drills used are commensurate with the age, maturation level and physical condition of the students involved. This course is in no way intended to be construed as a hard-nosed, strictly competitive type activity. Information and materials have been gathered, sought out from individuals who have already had experience in administering these types of programs.

General types of activities involved:

1. Flexibility exercises for the neck, shoulders, back, knees and ankles.
2. Strength exercises for the arms, stomach and large muscles of the leg.
3. Agility drills which include jumping, hopping, maneuvering off one leg while maintaining balance, are some of the drills involved.

4. Muscular endurance activities such as the chair sit and mountain climbers are used.
5. Technical drills for take-downs, escapes, reversals and pinning combinations are used.
6. Wrestling rules and points of safety factors are covered and reviewed each day.

Specific Activities:

A. *Warm-ups*
   1. jogging
   2. neck circles
   3. arm circles
   4. hip circles
   5. knee rotation
   6. ankle rotation
   7. jumping jacks
   8. bicycling

B. *Flexibility*
   1. hurdlers stretch
   2. yoga
   3. touch toes
   4. seated-thigh push-down
   5. walk out and stretch
   6. rockers
   7. dual back stretch

C. *Muscular Endurance*
   1. push-ups
   2. mountain climbers
   3. leg lifts
   4. chair sit
   5. reverse push-ups
   6. bridging (aided by hands)
   7. short push-ups
   8. bear walks

D. *Agility*
   1. left leg hop right and left leg
   2. two leg hop
   3. over back and overs
   4. penetration longer step to stance

E. *Rules*
   1. spirit of the contest
   2. time limits
   3. legal and illegal moves
   4. sportsmanship
   5. locking hands

F. *Safety*
   1. type of clothing
   2. watches, rings, jewelry, etc.
   3. conduct on mat

Copies of instruments used in the development of this document are available upon request from:

Daniel Ludewick, Supervisor
Physical Education, Recreation
and Equity Education
Superintendent of Public Instruction
7510 Armstrong Street S. W. FG-11
Tumwater, WA 98504